Express Publishing

Exam Booster

Preparation for B2+ Level Exams

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Student's Book

Express Publishing

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MODULE 1 People

Vocabulary Facial features

1 Fill in: *oval, full, fair, puffy, freckled, broad, dark, clear, hollow, pale, thin, spiky, hooked, rosy, upturned, thick, spotty.*

1 .... nose
2 .... shoulders
3 .... complexion
4 .... eyes
5 .... lips
6 .... cheeks
7 .... hair
8 .... face

2 Fill in the gaps with the words *crossed, dropped, flare, purses, raised, shrugged.*

1 Mark's jaw .... when he heard the shocking news.
2 If Jane frowns and her nostrils ...., then you know she's angry.
3 Having your arms .... is supposed to show that you are being defensive.
4 You can tell that Amy disapproves of something when she .... her lips.
5 I didn't know the answer to the question, so I just .... my shoulders.
6 Mr Jones .... his eyebrows in surprise when I told him I was moving to France.

3 Use the words in the list to complete the spidergram.

- short • loose • multi-coloured • baggy
- floral • cotton • large • tight-fitting • smart
- polka-dot • woollen • casual • striped
- formal • denim • small • trendy • checked
- linen • over-sized • plain • knitted • long
- leather • high-heeled • polo-neck
- long/short-sleeved

PATTERN
MATERIAL
CLOTHES
STYLE
SIZE

Use words from the spidergram to describe what your classmates are wearing.

Feelings & emotions

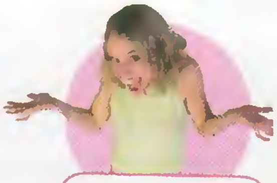
4 a) Match the feelings (1-5) to the physical sensations (a-e). Then make sentences.

		Feelings		Physical sensations
1	*c*	embarrassed	a	tears welling up
2		anxious	b	adrenalin rush
3		excited	c	hot, red face
4		nervous	d	heart pounding
5		sorrowful	e	butterflies in stomach

I was so embarrassed my face went red.

b) Label the pictures.

- clench your fists • wink • yawn • bite your nails
- shrug your shoulders • drop your head
- blush • stroke your chin • fold your arms
- scratch your head • cross your legs • frown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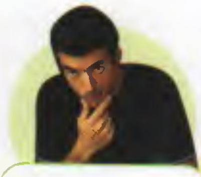
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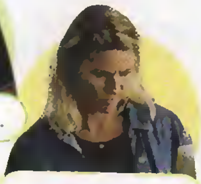
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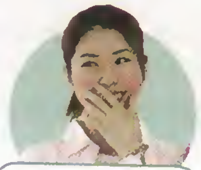
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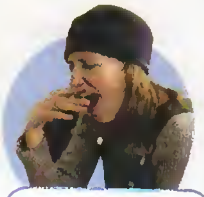
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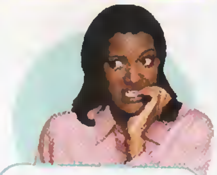
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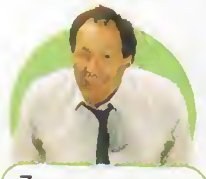
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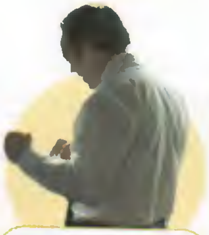
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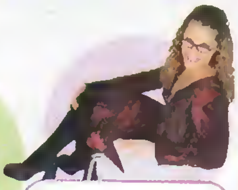
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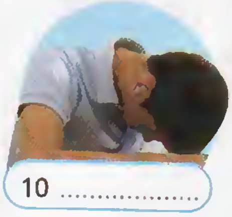
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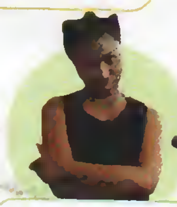
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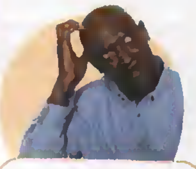

12 ....

5 What possible feelings might someone in your country have when they: *clench their fist? cry? frown? sweat? tap their fingers? tremble?*

When someone clenches their fist, it usually means that they are angry.

Character

6 Match the words (1-10) to the people (a-j) they describe.

1 conservative
2 impatient
3 moody
4 perfectionist
5 gullible
6 reliable
7 self-confident
8 self-righteous
9 sentimental
10 sociable

☐ a George always wants things to be done without mistakes.
☐ b Katie loves going out and meeting new people.
☐ c Angie is very tender-hearted and likes to remember nice moments.
☐ d Mr Lyons is a trustworthy neighbour.
☐ e Joe is always in a rush and can never wait for anything.
☐ f It's easy to play jokes on Elaine; she believes everything you tell her.
☐ g Mrs Cook hates the idea of anything changing in the world.
☐ h Chris never has any doubts about himself or what he is capable of.
☐ i My sister is really temperamental – one minute she's happy and the next she's sad.
☐ j Sarah is so proud of her beliefs that it annoys everyone who knows her.

7 Complete the sentences with the correct form of the words in brackets.

1 Lucy is a .... **(passion)** follower of the latest fashion trends.
2 David is quite shy and lacks .... **(confident)** when speaking in front of crowds.
3 The boys are so easily .... **(distract)** that they always get sidetracked from their homework.
4 I recognise that boy's face, but I've got no .... **(recollect)** of meeting him before.
5 Chris is a very kind person whose heart is full of good .... **(intent)**.
6 Everyone admired Linda for her .... **(know)** of the subject.

Emphasising feelings

8 Replace the words in bold with their emphatic synonyms: *miserable, appalled, furious, exhilarated, petrified, devastated.*

1 Billy was **scared** when a big dog appeared. ....
2 Joanne felt **excited** when she rode her new motorbike for the first time. ....
3 Ruth was **shocked** when she saw the dirty hotel room. ....
4 Martin's **sad** because he failed his exams. ....
5 Harriet's cat is seriously ill and Harriet's **upset**. ....
6 I spilled cola all over the new carpet this morning and my mum was **angry**. ....

Ethical issues

9 Fill in: *future, free, racial, freedom, ill, immigration, will, minorities, human, right, death, security, sexes, growth.*

In the 19th century, you might have said the civilised countries were those which provided **1)** .... education to their children. In the next century equality of the **2)** .... was a big issue, with women fighting for the **3)** .... to vote and the same wages as men, for example. In today's globalised world, perhaps a nation's **4)** .... rate is a good indicator of how well it treats the people within it, as it shows how many people have chosen to live there. Some would say, however, that the amount of **5)** .... discrimination faced by people from ethnic **6)** .... is a better measure of a country's values. There are many more questions we could ask about any modern society. For example, does the state provide enough social **7)** .... for the poor, infirm and the unemployed? Is there **8)** .... of speech that allows people to protest against the government? Do people who are terminally or mentally **9)** .... receive decent healthcare? Is the country taking the right steps to protect the environment for **10)** .... generations? In China, for example, the government allows people to have only one child to try to control its rapid population **11)** .... Is this a responsible policy, or an infringement of people's **12)** .... rights? There are people who would say that the abolition of the **13)** .... penalty is the best indicator of how civilised a country is. But what if a democratic country puts the issue to the vote and people say yes to a system of state killing for serious criminals? Isn't following the **14)** .... of the people the mark of a civilised society?

See Vocabulary Bank on p. 164

1

Meet the Lion Whisperer

*Every once in a while a courageous person comes along and breaks down established **barriers** by doing something truly exceptional. They sometimes even manage to change the world by changing the way people think.*

Kevin Richardson is a talented animal **behaviourist** who interacts with some of the wildest animals in a way most of us would never even **1)** .... Believe it or not, Kevin cuddles and horseplays with hyenas, leopards, and lions, and even swims with lionesses. In fact, he has **2)** .... a close relationship with these wild predators that he has earned himself the name 'The Lion Whisperer'.

'The Lion Whisperer' raises and **trains** wild animals in a wildlife conservation area outside Johannesburg in South Africa, but instead of using **whips** and chains to control the animals, Kevin uses love, patience, and trust to develop a special **bond** with them. His **3)** .... method of getting to know each creature individually has led these normally unfriendly animals to accept him **willingly** into their **pride**.

Kevin says that his secret lies in understanding what makes each animal happy, angry, upset, or irritated, just like a mother with her child. Some people think Kevin is crazy while others **4)** .... him a hero. What is certain is that his interaction with these animals proves that they have individual characters, can show emotion and are capable of developing a relationship with people.

The Lion Whisperer is **5)** .... of the dangers involved in his work. Having learnt his lesson years ago when an aggressive four-year-old lion attacked and **mauled** him, Kevin says he uses his gut feeling to **gauge** situations and decide whether to approach an animal or not. Kevin has been bitten and scratched numerous times while playing around with these animals, but he believes that it was never **malicious** on their behalf and accepts it as part of the job.

Kevin's unconventional method has attracted attention from around the world, including that of scientists and film directors. He has recently completed a film about the lions he works with entitled *The Kingdom of the White Lion*, which he hopes will **6)** .... by a large number of people and will raise awareness of the need to protect these **majestic** creatures.

Reading Multiple choice cloze

1 Look at the picture and the title of the text. What do you think a lion whisperer is? Read through to find out. How does the picture make you feel?

Study Skills: *Multiple Choice Cloze*

Read the text quickly to see what it is about. Read it again sentence by sentence. Pay attention to the words before and after each gap as they will help you decide on your choice. Read the completed text again to see if it makes sense.

Read the text and complete the gaps with the correct option A, B, C or D.

2 Read the rubric and do the task. Which words helped you decide?

1 A perceive B realise C imagine D suppose

2 A so B much C too D such

3 A single B unique C only D alone

4 A consider B view C regard D hold

5 A knowing B aware C familiar D informed

6 A being seen B to see C be seen D to be seen

3 Read the text again and answer the questions.

1 Why is Kevin Richardson called 'The Lion Whisperer'?
2 How does Kevin bond with the animals?
3 What is special about his method?
4 What conclusions about lions can we draw from Kevin's work?
5 What does Kevin hope to achieve by his work?

4 Match the words in bold in the text to their synonyms: *obstacles, relationship, judge, nasty, teaches, group of lions, injured, psychologist, dignified, readily, lashes*. What part of speech is each?

5 Choose the correct word.

1 To gain the animals' trust, he **deals/treats** them with respect.
2 He has a very **close/attached** relationship with the lioness.
3 Kevin aims to **rise/raise** awareness of the need to protect the animals.
4 You need patience if you want to **tie/bond** with a wild animal.
5 The lions would never attack and **sting/bite** him.

6 Fill in: *truly, attract, willingly, feeling, barriers, earn, lies, unconventional*. Make sentences about Kevin using the completed phrases.

1 to break down ....
2 .... exceptional
3 to .... himself a name
4 to accept sb ....
5 the secret .... in
6 gut ....
7 .... method
8 to .... attention

7 Tell the class three things you have learnt from the text.

8 **Think!** Would you like to do Kevin Richardson's job? In three minutes write a few sentences. Tell the class.

9 ICT Find out more about Kevin Richardson's work. Visit his website and click on 'about'. Takes notes. Present them to the class.

Listening True/False statements

10 Read the rubric and the sentences, then do the listening task.

Listen to a specialist talking about training pets. Mark the statements (1-5) *T* (true), or *F* (false).

	True	False
1 Animal and human psychologists use similar methods.		
2 Training methods used on animals in the past differ from those of today.		
3 Dogs seldom obey when they feel their trainer is in charge.		
4 A good pet psychologist would not use the same approach on a horse as they would on a cat.		
5 Pets often develop bad behaviour for no reason whatsoever.		

Speaking Dialogue

11 Read the rubric and do the task in pairs. Use the language in the box.

You and your friend are planning to buy another friend a small pet for their birthday. You have different ideas about which pet would be suitable and easiest to look after. Discuss your ideas and reach a consensus.

1 Give your ideas and arguments.
2 Find out your partner's ideas and arguments.
3 Try to persuade your partner to accept your ideas.
4 Try to reach a compromise.

Useful Language

Making suggestions
- Why don't we buy ... ? • How about buying ... ?
- Why don't we ... ? • We could ... .
- I think we should ... .

Agreeing/Disagreeing
- I guess you're right • That's a good idea.
- I don't quite agree with you.
- I don't think this is a good idea.
- That's not a bad idea.

Use of English Tenses

- I've never met such a friendly girl.
  She's the most friendly girl I've ever met.
- I've never given a speech before.
  It's the first time I've ever given a speech.
- It's a long time since she wrote to me.
  She hasn't written to me for a long time.
- She came to England two years ago.
  She has been in England for two years.
- The last time I spoke to him was a month ago.
  I haven't spoken to him for a month.
- How long ago did he get married?
  How long is it since he got married?
- He hasn't found a job yet.
  He still hasn't found a job.
- She started dyeing her hair a few months ago.
  She's been dyeing her hair for a few months.

1 Complete the sentences using the word in bold. Use two to five words.

1 It's a long time since he last visited grandpa.
FOR He ....
.... a long time.

2 How long ago did he meet his wife-to-be?
SINCE How long ....
.... his wife-to-be?

3 She has never been to a funeral before.
EVER It's the first time ....
.... to a funeral.

4 The last time he had a haircut was three months ago.
HAD He ....
.... for three months.

5 They got married last year.
BEEN They ....
.... for a year.

6 I've never met such an argumentative person before.
MOST He is the ....
.... ever met.

7 She hasn't lost any weight yet.
STILL She ....
.... any weight.

8 He started working for a company three months ago.
BEEN He ....
.... a company for three months.

9 They are the most devoted parents I've ever seen.
NEVER I ....
.... devoted parents.

10 How long is it since you moved house?
AGO How ....
.... house?

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Karen isn't similar to her mother.
AFTER Karen ....
.... her mother.

2 I lost touch with Ben after I moved house.
TALKED I ....
.... since I moved house.

3 She didn't start crying until everyone had left.
BEFORE She waited until everyone ....
.... into tears.

4 You should have asked for your friends' advice.
PITY What ....
ask for your friends' advice.

5 Those trousers are not very fashionable any more.
FASHION Those trousers ....
.... for quite some time.

6 My parents' 20th anniversary is in September.
HAVE This September my parents ....
.... 20 years.

7 As he gets older, he becomes more caring.
THE The ....
caring he becomes.

8 Jane described the burglar's appearance in detail.
DESCRIPTION Jane ....
.... the burglar's appearance.

9 It was wrong of her to reveal his secret.
GIVEN She shouldn't ....
.... his secret.

10 He can't decide whether to accept the offer or not.
MIND He can't ....
....
whether to accept the offer or not.

11 He was in his late forties when he decided to take up writing professionally.
BECOME He didn't ....
.... he was in his late forties.

12 Considering that she's so young, Mary is very mature.
AGE For ....
......................., Mary is very mature.

13 David used to play the guitar, but he doesn't any more.
GIVEN David ....
.... the guitar.

14 Laura didn't know any of the people at the party.
NOBODY There ....
.... at the party.

15 You can buy very cheap birthday cards in this shop.
NOTHING It costs ....
.... birthday gifts in this shop.

• Word formation

3 Read the text and complete the gaps by putting the verbs in brackets in the appropriate form.

What do Elizabeth I, Napoleon, Thomas
Jefferson and Winston Churchill all have
in common? Well, apart from the fact
that they were four of the most
renowned **0)** *leaders* in world history, **LEAD**
they were also all 'redheads'! Red hair is
the rarest **1)** .... hair colour in **NATURE**
humans and today only around 1% of
the world's **2)** .... is redheaded. **POPULATE**
Throughout history, **3)** .... have **ART**
always been fascinated by people with
red hair. For example, Botticelli depicted
the goddess Venus with red hair in his
4) .... painting *The Birth of* **FAME**
Venus. In modern times, red hair has
even become a fashion trend, with many
people choosing to dye their hair red.
On the other hand, **5)** .... in **PARTICULAR**
Britain, redheaded people continue to be
the victims of **6)** .... **DISCRIMINATE**
Redheaded schoolchildren are often
called **7)** .... names and even **OFFENCE**
some redheaded adults claim to have
suffered bullying in the workplace. Most
people think that joking about redheads
is **8)** .... fun, but redheaded Britons **HARM**
can sometimes get upset when they are
teased about their hair.

• Lexical multiple choice items

4 Choose the correct answer.

1 My teacher feels ..... of my getting good grades in the final exams.
A safe B confident C secure D definite

2 Does she ..... believe that I'll help her after the way she spoke to me?
A seriously C steadily
B genuinely D earnestly

3 Peter couldn't utter a(n) ..... word after he learnt he had won the award.
A single B particular C only D unique

4 I know ..... how John felt when he scored the winning goal for his team.
A distinctly C particularly
B essentially D exactly

5 Jason felt tired and ..... after working out all afternoon.
A weary B restless C angry D soothed

6 He treats the ..... customers with respect.
A plain B regular C primary D normal

7 Parents have to ..... a good example for their kids.
A set B place C show D put

8 Karen constantly ..... about her children.
A annoys B bothers C disturbs D worries

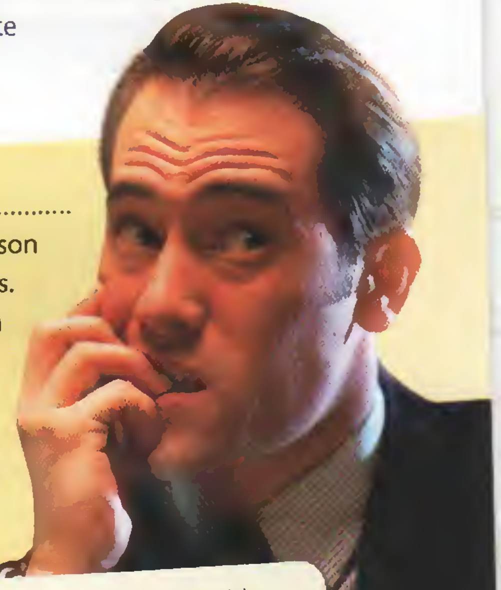
9 We ..... her for her sister.
A misunderstood C confused
B mistook D misinterpreted

10 His rudeness could ..... to him being dismissed.
A raise B generate
C lead D build

• Multiple choice cloze

5 Read the text and choose the correct answer.

Many people claim to be able to know when someone is lying. According **1)** .... popular belief, all you have to do is look at a person's body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely different conclusion. Dr Samantha Mann carried **2)** .... research on the behaviour of suspects who had given **3)** .... statements in police interviews. Mann discovered that liars actually stay quite still. This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same **4)** .... for eye contact. While it is generally thought that liars avoid eye contact and blink rapidly, in reality, people who are lying **5)** .... sure to maintain eye contact and control their blinking. With the findings of her research in mind, Mann claims that the best way to spot a liar is to look for people who are trying too hard to **6)** .... truthful.



1	A from	B by	C to	D with
2	A up	B down	C in	D out
3	A wrong	B false	C mistaken	D incorrect
4	A goes	B comes	C stays	D moves
5	A keep	B make	C take	D do
6	A view	B display	C show	D appear

Writing A descriptive essay about a person

A **descriptive essay about a person** is an essay in which we describe someone. It consists of:

- an **introduction** in which we state who the person is, as well as when, where, and how we first met them.
- a **main body** consisting of three paragraphs in which we describe their physical appearance, personal qualities, and hobbies and interests.
- a **conclusion** in which we give our general comments and express how we feel about the person. We mainly use the **present simple** tense when describing a person we know or see. When describing a person who we do not see any more or who is no longer alive, we use the **past simple** tense.

Descriptions of people can be found in narratives, articles, letters, etc and the writing style depends on the context and the audience. The style in essays should be formal.

Notes:

- When we describe someone's **physical appearance** we start with the general features *(i.e. height, build, age)* and move on to the more specific ones *(e.g. nose, eyes, hair, etc)*. *Peter is a tall, well-built man in his late thirties. He has got short curly brown hair, blue eyes and a small nose.*
- When we describe someone's **personal qualities** we should support our description with examples or details. When we talk about a person's **negative qualities** we should use mild language *(e.g. seems to, can be ... at times)*. *John's very friendly. He behaves in a pleasant way and likes to be with other people. He can be impatient at times. For example, he gets really annoyed when he has to wait for someone.*

1 Read the rubric and answer the questions.

> An international teenage magazine is running an essay writing competition. Write an essay (200-250 words) about a person you know who has impressed or influenced you. Describe their appearance, personality, hobbies and interests and explain how they have impressed or influenced you.

1 Who is going to read your essay?
2 What style should you use?
3 What tenses should you use?
4 Which of the following people should you not write about: *a teacher? a relative? a pop star?*
5 Which of the following should you use?
  A a variety of adjectives
  B linking words
  C colloquial expressions

2 Read the model essay. Which paragraph:

1 describes the person's character?
2 describes the person's physical appearance?
3 describes how you met the person?
4 describes your feelings for the person?
5 describes the person's interests?

1 I first met Coach Andrews when I joined the local sports club when I was only sixteen years old. He has been an inspiration to me ever since.

2 Coach Andrews is tall, well-built and very strong. He is in his mid-forties with short dark hair and bright blue eyes and he has got a very nice smile. Coach Andrews usually wears very casual clothes such as tracksuits, or jeans and T-shirts and trainers.

3 Coach Andrews is very energetic and outgoing and is always running around doing various things. He is an excellent coach. He is hardworking, good-natured and patient and he is very good at motivating athletes. He is also very friendly and loves meeting new people and he is great at cheering people up. However, he can be a bit tough and insensitive at times. For example, he doesn't hesitate to criticise athletes when they do something wrong or if he thinks they are being lazy.

4 It goes without saying that Coach Andrews is a fan of most sports and spends most of his time coaching tennis and squash. He also plays a lot of sport himself. He particularly likes watersports and often goes windsurfing and kite surfing.

5 In conclusion, I think Mr Andrews is a fantastic person and I am delighted to have him as my coach. He has helped me become a great basketball player and continues to inspire me to work at my game. He is a great person that I deeply respect and admire.

3 Read the essay again. List all the adjectives used to describe appearance and character.

Appearance	*tall*
Character	

4 Match the character adjectives to the definitions. Use them to talk about people you know.

1	☐	cheerful	a	doesn't like working
2	☐	outgoing	b	doesn't talk or act politely
3	☐	popular	c	tells people what to do
4	☐	sensitive	d	likes to spend time with people
5	☐	generous	e	everyone likes them
6	☐	patient	f	doesn't like to share things
7	☐	selfish	g	is always happy & enthusiastic
8	☐	lazy	h	doesn't mind waiting
9	☐	rude	i	likes to give things to people
10	☐	bossy	j	can be easily hurt

My friend Jenny is a cheerful person who is always happy and enthusiastic.

5 Complete the descriptions using the adjectives: *intelligent, ambitious, amusing, polite, impatient, kind-hearted, sociable, talkative.*

1 Mary is so .... She never stops chatting.
2 Enya is a very .... lady. She takes care of the old people on her street.
3 David is always .... and treats everyone with respect.
4 Diana is extremely .... and will do anything to succeed.
5 Charlie is the most .... guy I know. He can make anyone laugh.
6 I don't think anyone is more .... than Martin. He gets straight As in all his subjects.
7 Liam is very .... and likes going out and meeting new people.
8 Mrs Green is very .... and loses her temper when she has to wait for something.

6 Fill in with *good*, *well* or *kind*. Check in your dictionaries.

1 .... -built
2 .... -hearted
3 .... -looking
4 .... -natured
5 .... -dressed
6 .... -mannered
7 .... -behaved
8 .... -humoured

Use the phrases in sentences of your own.

My uncle is well-built. He's very strong and has large muscles.

• *Your turn*

7 Read the rubric and answer the questions.

> Your teacher has asked you to write an essay describing your best friend. Write your essay (200-250 words) describing your best friend's appearance, personality, hobbies and interests, and say how you feel about them.

1 Who is your best friend?
2 What do they look like?
3 What kind of person are they?
4 What are their interests and hobbies?
5 Why do you like them so much?

8 Use your answers from Ex. 7 and phrases from the Useful Language box to write your essay. Follow the plan below.

Plan

(Para 1) *name, where/when you met*
(Para 2) *appearance*
(Para 3) *personality*
(Para 4) *hobbies/interests*
(Para 5) *your feeling and comments about him/her*

Useful Language

- I first met ... .
- ... has been my close friend for ... .

Appearance
- ... is quite good-looking/attractive, etc.
- ... tall and slim with blue eyes and fair hair.

Character
- ... is very outgoing.
- ... is always friendly and loves ... .
- ... has a great sense of humour.
- ... but can be aggressive/lazy/bossy, etc at times.

Feelings
- ... is very special to me.
- It's a pleasure to be with ... .
- I am glad to have ... as my friend.

1

Reading Missing sentences

1 a) Describe your personality to the class using as many adjectives as you can.

b) How many types of personalities do you think there are? Read the text and find out.

2 Read the text again and for each gap choose from the sentences A-I the one which best fits each gap 1-6. There are two extra sentences.

Just the four of us

If we are all so unique, why is it that we are always trying to sort people by personality type? From the beginning of time, man has been putting people into **categories** by analysing their similarities and differences; and the number and variety of classifications of personality types is impressive to say the least.

0 *D* This theory has its roots in antiquity and is based on the four natural elements, earth, air, fire and water. Over time, various forms of this basic theory developed. The ancient Greek physician Hippocrates believed that human emotions were caused by **fluids** in the body, which he called 'humours'. According to him these humours were responsible for the health and personality of an individual. 1 ☐ He suggested the sanguines, for example, had an excess of blood, were extrovert and made friends easily, but were often late, forgetful, and sometimes sarcastic. This theory achieved great success and dominated Western thinking for over two thousand years until the 1700s, when physicians **proposed** the idea that people's **moods** were affected by chemicals in the blood.

Despite the decline in **popularity** of the theory of fluids, a large number of modern-day experts believe in the idea of four types of personality. 2 ☐ Nowadays, the sanguines are known as extroverts, but they actually **retain** much of the same characteristics described by Hippocrates. They are outgoing and energetic and love to party, but are not punctual, can be messy or disorganised, and prone to carelessness. Another modern-day category that many psychologists use is the analytical type, or what some of us refer to as the 'gadget-man'. The analytical personality is the one who likes to have every 'i' dotted and every 't' crossed. Punctuality and order is of **prime** importance to them. 3 ☐ However, they tend to think too much and can be gloomy and irritable at times. A very common **label** given to another group of people is the dominant or pragmatic type. As the name suggests, the dominant personality type is self-confident and authoritarian. 4 ☐ They are hands-on people and like to get the job done. Finally, there is the amiable type who loves peace and quiet and will do anything to avoid conflict and arguments. 5 ☐ They are loyal, trustworthy and helpful and find it very hard to say no.

Studying personality types may not be a pure science 6 ☐ We all have various strengths and qualities and are valuable members of society. Putting people into categories may not always seem very wise but at the same time it does develop an understanding of different characters and shows that everyone should be **treated** with care and respect.

A In fact, to a large extent, only the names given to the categories have changed.
B The four personality types share some characteristics, though.
C They are rarely ambitious because they tend to put others first far too often.
D One of the most commonly followed methods of classification divides humans into four groups based on our **temperaments**.
E They are neat and organised and have enormous self-discipline.
F Studying personalities isn't the easiest of tasks.
G However, it may help us appreciate our differences.
H They might listen to others' opinions out of courtesy but they like to do things their own way.
I He divided them into four categories: choleric, sanguine, melancholic, and phlegmatic.

3 Match the words in bold in the text to their synonyms: *dispositions, put forward, keep, characters, favour, title, types, foremost, liquids, handled.*

4 Match the highlighted words in the text to their antonyms: *shy, tidy, cheerful, unfriendly, unfaithful, introvert, unreliable, organised.*

5 Complete the sentences with the correct form of the verbs in the list: *affect, avoid, dominate, achieve, propose, retain, know, treat.*

1 Certain personalities will always try .... and control others.
2 In the 18th century, a new theory .... a lot of success.
3 The new theory still .... some of the old ideas.
4 It is very important .... people with respect, regardless of their weaknesses.
5 Is it true that chemicals in the blood .... people's moods?
6 Amiable people .... conflicts.
7 Hippocrates .... the idea that moods were caused by fluids in the body.
8 People who put others first are .... as amiable personality types.

6 Tell the class three things you have learnt from the text.

7 **Think!** Why do you think the study of personalities is important to so many people? Can you think of any practical uses for it? In three minutes write a few sentences on the topic. Tell the class.

8 ICT Which of the four personality types are you? Visit this site: http://www.allthetests.com, type the four temperaments into the search bar and then do the quiz.

Listening Multiple choice

9 You will hear people speaking in four different situations. Listen and choose the best answer, A, B, or C.

1 Two friends are talking about an event. How does the girl feel about it?
A sad B scared C shocked

2 Listen to a girl talking on the telephone. Why is she complaining about her sister?
A she's moody C she's impatient
B she's unreliable

3 You are in a clothes shop. Which does the customer want?
A short skirt C a long dress
B a pair of shorts

4 Listen to a girl describing a friend. What does she like?
A pale complexion C rosy cheeks
B freckled nose

Speaking Role-play

10 a) Read the rubric, then brainstorm for ideas under the headings in the rubric *(e.g. character strengths: kind, funny etc).*

> You are at an English summer school. Discuss with your friend a famous singer or musician you really admire. Include the four pieces of information below in your conversation.
>
> negative qualities
> character strengths
> appearance
> reasons you like them

b) Listen to two people doing the task. Which person are they talking about? Have all the points in the rubric been covered? What objections does the schoolfriend raise and how are they dealt with?

c) In pairs, use your ideas from Exs. 10a and 10b to do the task.

Quotations

Character is like a tree and reputation like its shadow. The shadow is what we think of it, the tree is the real thing.

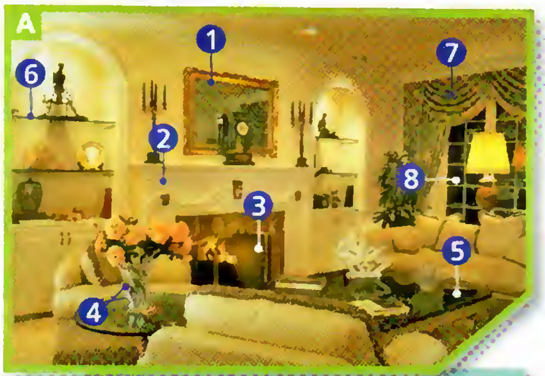
Nelson Mandela, President of South Africa (1994-1999)

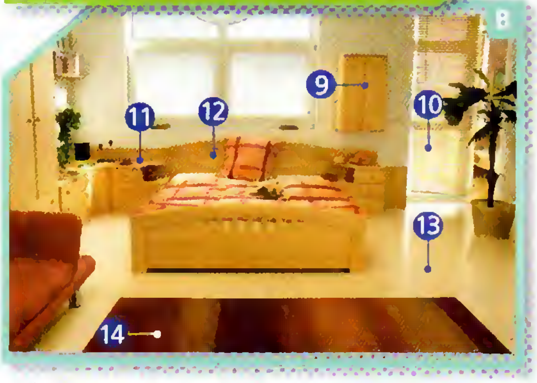
MODULE 2 Houses & Homes

Vocabulary Rooms & furniture

1 a) Match the furniture from the list to the correct number. Describe the photographs.

☐ gilt-framed mirror
☐ crystal vase
☐ glass coffee table
☐ striped rug
☐ mantelpiece
☐ blinds
☐ tiled floor
☐ bedside cabinet
☐ wall cabinet
☐ built-in shelves
☐ draped curtains
☐ French windows
☐ fireplace
☐ headboard





b) Compare your living room to the one in photograph A.

2 Fill in: *fitted*, *central*, *double*, *private*, *alarm*, *entrance*, *spiral*.

1 We have a real fire in the living room, but the rest of the house has .... heating installed.
2 There are .... wardrobes with sliding doors in both bedrooms.
3 .... glazing in all the windows ensures the house stays warm and quiet.
4 Just wait in the .... hall and I'll come downstairs to help you with your bags.
5 You should install a(n) .... system to improve home security.
6 We don't need a garage as we've got .... parking in our street.
7 There's a .... staircase that takes you up to the roof garden.

3 a) Complete Anne's description of her dream home with the correct form of the words in brackets.

My dream home would be a villa by the sea. It would be a **1) (peace)** .... place where I could relax. The house would be very **2) (space)** ...., so I'd have enough room for all my **3) (style)** .... furniture. It would also have a fully-**4) (fit)** .... kitchen with every **5) (electric)** .... appliance I could ever need. There would be a bright, **6) (air)** .... living room with a fireplace and a huge bookcase. The bedrooms would have **7) (wood)** .... floors and French windows. My dream home would never be **8) (mess)** .... I would also have a huge garden full of flowers, where I could unwind by doing some gardening.

b) Compare Anne's dream house to your dream house.

Types of homes

4 Fill in: *mansion*, *studio*, *loft*, *bedsit*, *prefab house*, *basement*, *maisonette*, *mobile home*, *penthouse*.

1 Mr Stephens is a wealthy man who lives in a huge .... in the countryside.
2 The most expensive property in the building is the .... because of its spectacular view of the city.
3 Jeff spends all his holidays at his .... on the coast and he plans to live there in his old age.
4 None of my rooms get much sunlight because I live in a .... flat.
5 The kitchen and bedroom in Gemma's flat used to be separate but she decided to turn it into a ....
6 June wanted something bigger than a flat but couldn't afford a house, so she bought a .... in a nice building.
7 Richard likes to tell people his home was built in a factory and then explain that it's a ....
8 The only place to rent I can find for less than £50 a week is a tiny ....
9 In London many old industrial buildings are being converted into .... apartments.

5 Fill in: *do*, *get*, *clean*, *move*.

1 We'll have to .... up the mess before the new tenants arrive.
2 You can .... into your flat on Sunday.
3 Unfortunately, we don't .... on with our neighbours.
4 Our new place is really bare at the moment, but once we .... it up it'll become quite cosy.

Renting a flat

6 Fill in: *landlord/landlady*, *flatmate*, *estate agent*, *tenant*.

1 I agreed to meet the .... at the flat at 3 pm on Tuesday to view it.
2 The .... is raising the rent by £30 from next month.
3 The ad says the .... can't have pets.
4 I need to speak to my new .... about the mess he makes in the bathroom every day.

7 Choose the correct preposition.

1 I live in a lovely place **on/at** the outskirts of the city.
2 We saw some really nice loft conversions **in/on** the heart of the city.
3 She rents a bedsit close **from/to** the centre.
4 I found an apartment that's **within/with** walking distance of the train station.
5 We found a fully-furnished flat **in/on** the suburbs.

• *Useful phrases*

8 Complete the exchanges with: *give a month's notice*, *fall behind on the rent*, *be paid in advance*, *let the flat*, *signed the lease*.

1 A: The first two months' rent must ....
B: No problem. Can I write you a cheque?
2 A: What do you think will happen if I .... again?
B: The landlord might evict you.
3 A: I decided to rent the flat in Kent Street.
B: Congratulations! Have you .... yet?
4 A: The landlord won't .... to us for 6 months.
B: Yes, most leases are for a 12-month period.
5 A: You must .... when you decide to leave the flat.
B: OK, I'll be sure to do that.

Buying & selling property

9 Fill in: *rate*, *offer*, *detached*, *form*, *mortgage*, *price*, *credit*.

A: Good morning, Mr Lawrence. How can I help you?
B: Well, I'd like to ask some questions about how I can take out a(n) **1)** .... for a house I want to buy. It's a two-storey **2)** .... house in Kent Street.
A: OK. And what price is the property?
B: Well, it's £300,000, but I hope I can negotiate the **3)** .... and get a better deal.
A: Yes, that's a good idea. I think you should make a(n) **4)** .... of around £275,000 and see what happens.
B: And what interest **5)** .... could you offer me for the mortgage?
A: Well, you would have to fill in a(n) **6)** .... for us to check your **7)** .... history, but generally we can offer you an interest rate of around 5%.
B: That sounds like a very reasonable offer.
A: I hope so, Mr Lawrence.

10 a) Jane and Greg are trying to sell their property online. Fill in the gaps with the correct words from the list.

• suburbs • condition • amenities • centrally
• off-street • block • central

Property for Sale
One-bedroom flat in North London – £150,000

The flat is on the second floor of a modern **1)** .... of flats in the northern **2)** .... of London. Although it isn't **3)** .... located, it is close to local **4)** ...., such as a supermarket and a fitness centre. Residents of the building have **5)** .... parking. The flat includes features such as **6)** .... heating and a balcony with great views of the River Thames. The flat is in very good **7)** .... Should you like to view the property, call 097-3232346.

b) Write an advert for your house similar to the one in Ex. 10.

See Vocabulary Bank on p. 166

2

Reading Missing sentences

1 Describe your house to the class. Try to be as detailed as possible.

I live in a flat on the third floor of a huge block of flats. There are ... rooms in my house. The living room is ...

Read the text, from which seven sentences have been removed. Match the sentences (A-I) to the gaps (1-6) so that the text makes a coherent and logical whole. There are two extra sentence that does not match any gap.

Go with the flow! Go with Feng Shui!

Using an ancient art to make a happy home.

Feng shui (pronounced fung shway) is an ancient Chinese **philosophy** based on the belief that we are surrounded by a **constant** flow of life-giving energy, called chi, that directly affects how we feel and act. It **promotes** the idea that by understanding and organising the environment in which we live, we can invite health, happiness, and **harmony** into our lives. Feng shui home decorating **revolves around** the theory that by designing and arranging the space in which we live, we can create a balanced and harmonious flow of energy and consequently improve our lives.

0 *F* It is map of feng shui, which is used to evaluate our living space. The ba-gua is an octagon-shaped map divided into eight sections corresponding to the main areas of life such as health, family, money and career. 1 ☐ At the centre of the ba-gua is the Earth, which represents unity and you. According to feng shui, the objects within the different areas affect how the energy flows through the home and they can be moved and re-arranged to bring about positive change.

To know whether your home has good feng shui, place the ba-gua over a plan of the house to see if they match. 2 ☐ For example, if the **prosperity** area doesn't fit or doesn't cover any space in your house, it could explain why you are having financial problems or are simply not good with money. Don't **panic** though! 3 ☐ In this case, feng shui says that by adding a large mirror to the room you can extend its space into the missing area. Adding lights or chimes can also help create positive energy in this direction and consequently improve finances in your life.

Feng shui is all about creating a balanced and harmonious flow of energy around your home. 4 ☐ In feng shui, the centre of the house affects all other areas and is **essential** to maintaining good health. Keep this area clear of clutter because too many objects in the one place can create a **barrier** and prevent energy from flowing freely around the building. Positioning of items in an appropriate place is of **utmost** importance. You should place chairs and sofas to face doors and have an even number of chairs around a dining table as even numbers bring good luck. 5 ☐ In the bedroom, never sleep with your feet facing directly in line with the door. This is called the 'coffin position'. When it comes to the kitchen, never place the cooker directly opposite the sink as this causes the elements of fire and water to clash and result in family arguments. 6 ☐

In fact, in most cases you only need to make a few **subtle** changes in your home in order to achieve positive results and improve your life in many ways.

A Never leave only one standing alone in a room, as it is a symbol of loneliness.
B You won't have to move house as there are, more often than not, simple solutions to the problem.
C They are spatially represented by the different living spaces in your home.
D The map should contain all the sections in the house.
E If not, you will need to move the furniture around.
F One of the most important concepts of feng shui is ba-gua.
G It is very important to feng shui philosophy.
H Finally, placing flowers and candles as well as mirrors and chimes around the house can greatly improve the positive flow of energy.
I How you decorate your space is vital to your well-being.

2 Do the reading task. Which words helped you decide? Now, explain the highlighted words.

3 Find words in the text which mean:

1 influence ....
2 in good and even proportion ....
3 measure the value of ....
4 not present ....
5 keep at same state or level ....
6 stop from doing ....

4 *Clean* or *clear*? Complete the phrases. Check in your dictionaries.

1 .... environment
2 .... sky
3 .... break
4 .... air
5 .... conscience
6 .... argument
7 .... voice
8 .... instructions

5 Choose the correct preposition.

1 We are surrounded **of/by** energy.
2 Her life revolves **around/about** her children.
3 The building is divided **in/into** four sections.
4 The different sections are represented **by/of** various symbols.
5 Changing the position of an object can bring **about/up** change.
6 The arrangement of certain objects can result **to/in** family arguments.

6 **Think!** Tell the class three things you have learnt from the text.

7 **Think!** Which feng shui ideas have you already put into practice in your home? Which ones are you planning to use? In three minutes, write a few sentences. Tell the class.

8 ICT In groups collect more information about feng shui. Present it to the class.

Listening True/False statements

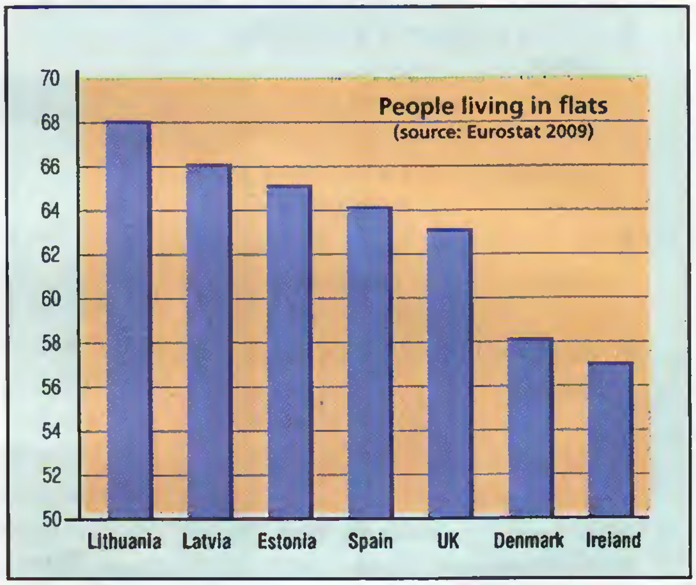
9 Do the listening task.

You will hear a radio interview about home decorating. Mark the statements (1-5) *T* (true), or *F* (false).

	True	False
1 The interviewer is unfamiliar with the word 'Zen'.		
2 Zen designers try to make a home as quiet as possible.		
3 One important factor in arranging a Zen-style home is the usefulness of objects.		
4 The interviewer says bamboo furniture is fashionable.		
5 Zen style involves the use of bright colours in the home.		

Speaking Monologue

10 Look at the graph. Interpret the data and answer the questions below.



1 How does Lithuania compare to other E.U countries with regard to the percentage of population living in flats? Explain.
2 What are the advantages and disadvantages of living in a house or a flat?
3 Do you prefer to live in a flat or a house? Give reasons.

Use of English

Infinitive/Gerund/Participles

- It is exciting to live in the city centre.
  Living in the city centre **is** exciting.
- This room is too small to fit a double bed into.
  This room **isn't spacious enough** to fit a double bed into.
- She made him do the washing-up.
  He **was made to do** the washing-up.
- I prefer living in the country to living in a city.
  I prefer **to live in the country rather than (in)** a city.
- Could you turn the heating on?
  Would you mind turning the heating on?
- They were amazed at the luxury of the hotel.
  The luxury of the hotel **was amazing**.
- She had difficulty (in) paying the rent.
  She found it difficult to pay the rent.
- They let tenants use the common gardens.
  Tenants are allowed to use the common gardens.

1 **Complete the sentences using the word in bold. Use two to five words.**

1 They let residents use the parking spaces free of charge.
ALLOWED Residents .... the parking spaces free of charge.

2 Could you change the light bulb?
MIND Would .... the light bulb?

3 Converting the loft into a studio flat was expensive.
CONVERT It was expensive .... a studio flat.

4 He prefers growing plants to growing trees.
GROW He prefers to .... trees.

5 John's mother makes him tidy up his room.
MADE John .... his room by his mother.

6 She found it difficult to pay off the mortgage.
DIFFICULTY She .... the mortgage.

7 The Skyscraper Museum in New York was fascinating.
FASCINATED They .... the Skyscraper Museum in New York.

8 This wooden armchair is too uncomfortable to sit in.
ENOUGH This wooden armchair .... sit in.

- *Lexicogrammatical word transformations*

2 **Complete the sentences using the word in bold. Use two to five words.**

1 The children can't wait to meet their new neighbours.
FORWARD The children .... their new neighbours.

2 She made him stay in.
WAS He .... stay in.

3 He earns too little to be able to afford such a big house.
MAKE He doesn't .... money to be able to afford such a big house.

4 Could you please help me move this furniture?
HAND Could you give .... this furniture?

5 I don't think the property owner will accept our offer.
LIKELY The property owner .... down our offer.

6 Have you decided whether to move yet?
MIND Have you made .... move yet?

7 Although they own property, they live in rented accommodation.
SPITE In ...., they live in rented accommodation.

8 They finally managed to book a holiday in Lapland.
SUCCEEDED They finally .... a holiday in Lapland.

9 Buying this antique sofa must have been very expensive.
FORTUNE It must have .... this antique sofa.

10 She spent ages sorting out her clothes in the wardrobe.
TOOK It .... out her clothes in the wardrobe.

11 You don't have to cook dinner as I have already ordered a takeaway.
POINT There .... dinner as I have already ordered a takeaway.

12 You'll have no difficulty using this burglar alarm.
EASY You'll .... this burglar alarm.

13 That five-star hotel is so expensive that we can't stay there for even one night.
TOO It is .... that five-star hotel for even one night.

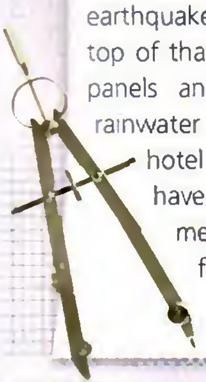
14 They are going to demolish the old block of flats next week.
DOWN The old block of flats is going .... next week.

15 I didn't mean to break their expensive crystal vase.
INTENTION I .... their expensive crystal vase.

• Word formation

3 Read the text and complete the gaps with the correct form of the word given at the end of each line.

Alexander Remizov has two major
0) *objectives* in his architecture. The first — OBJECT
aim is to protect the natural world from
mankind and the second is to protect
mankind from extreme 1) .... — ENVIRONMENT
conditions caused by climate change.
His firm, with support from the
Architecture For Disaster Relief programme,
has designed a 2) .... hotel called — FUTURE
the *Ark*. It is an impressive 3) .... of — CONSTRUCT
arches and cables that looks like a giant
shell. It is almost 4) .... as it is — DESTRUCT
built to withstand phenomena such as
earthquakes and 5) .... waves. On — TIDE
top of that, power is provided by solar
panels and water is supplied by a
rainwater 6) .... system. The — COLLECT
hotel is also 7) .... to — DESIGN
have its own ecosystem, which
means it can sustain itself with
food, water and power while
also being 8) .... to — RESIST
natural disasters.



• Lexical multiple choice items

4 Choose the correct answer.

1 The lease .... next month, so I'm going to find a new flat.
A cancels B expires C closes D finishes

2 Their house is in a great .... overlooking the lake.
A post B situation C station D position

3 Any tenant who fails to comply with the rules and .... will be evicted.
A instructions C laws
B orders D regulations

4 Do you .... to know where Peter's house is?
A occur B happen C chance D come

5 The balcony has a great .... of the sea.
A vision B sighting C seeing D view

6 The holiday cottages have all the .... of home.
A advantages C comforts
B conveniences D utilities

7 They were .... of money, so they couldn't afford to buy new furniture.
A short B limited C poor D small

8 You can go to the party, but .... home by midnight.
A take B make C be D go

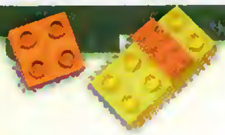
9 He won't leave the flat, and the owner is threatening legal ....
A force B steps C measures D action

10 She couldn't ...... the noise from next door any more.
A survive B carry C bear D manage

• Multiple choice cloze

5 Read the text and choose the correct word.

The LEGO House



Ask people about their favourite childhood toys and quite a few will mention Lego. However, some children don't abandon Lego when they grow up. Take James May, whose idea to build a life-size Lego house received so much public interest that, in July 2009, he began construction. Over 1,000 volunteers helped make the bricks, 1) .... one consisting of 272 Lego pieces, and put the two-storey house together. Apart from a 'safety frame' made out of wood, the rest of the structure was made entirely from Lego, 2) .... a staircase, a shower and a toilet! May even stayed overnight in the house, though he found 3) .... far from comfortable on the Lego bed! Initially, the Lego house was a huge success, but problems arose when the landowners where the house was built needed their land back. At first, Legoland, a theme park in Berkshire, planned to relocate the house to its premises, but the deal fell 4) .... because of the transport costs involved. 5) .... further efforts to find a private collector to take it, the house was eventually dismantled and its 3.3 million pieces were donated to charity. Nevertheless, the Lego house was a marvellous architectural achievement for 6) .... involved in its construction.

1 A any
B all
C each
D some

2 A inspiring
B indulging
C inserting
D including

3 A sleeping
B slept
C to sleep
D sleep

4 A out
B through
C back
D off

5 A Although
B Though
C Regardless
D Despite

6 A these
B that
C those
D this

Writing An opinion essay

Opinion essays are discursive essays in which we present our personal opinion on a particular topic. They are normally written in a formal style. An opinion essay consists of:

- an **introduction** in which we introduce the topic and state our opinion clearly.
- a **main body** which consists of two or more paragraphs, each presenting a separate viewpoint supported by reasons/examples. We can include a paragraph giving the opposing viewpoint supported by reasons/examples.
- a **conclusion** in which we restate our opinion using different words.

We start each main-body paragraph with an appropriate topic sentence that states the main idea of the paragraph. Each topic sentence is followed by supporting sentences that further explain the main idea of the paragraph.

We use present tenses in this type of essay. We also use appropriate linking words & phrases to join our ideas.

To list viewpoints: *To start with, Firstly, In the first place, In addition, Besides, Furthermore, Moreover, Also, etc*

To introduce supporting sentences (examples): *for example, for instance, in particular, such as/like, etc*

To introduce opposing ideas: *On the other hand, However, etc*

To conclude: *All in all, Lastly, Taking everything into account, To sum up, All things considered, etc*

Formal style is characterised by:

- formal expressions, advanced vocabulary, longer sentences. *First-time buyers need to consider their financial circumstances carefully before committing to a mortgage.*
- formal linking words/phrases. *Moreover, steps should be taken to ...*
- no use of short forms. *There is always something ...* (NOT: *There's always something....*)
- impersonal tone i.e. use of the passive. *Tenants are required to contribute towards the upkeep of the garden.*

1 Read the rubric and answer the questions.

> You have had a class discussion about the following statement: *Living in a house is better than living in a flat.* Now write an essay (200-250 words) giving your opinion and reasons to support your views.

1 Who is going to read your essay?
2 Should you use formal or informal language?
3 Do you prefer living in a house or in a flat? Why?

2 Read the model and match each heading to a paragraph.

Living in a flat: the right choice

1 ☐ When given the choice of living in a house or flat most people would prefer the house. To me, however, living in a flat is more appealing.

2 ☐ Firstly, flats are often located in or near the city centre and are therefore very convenient. They are often in close proximity to shopping and entertainment facilities so there is always something to do. Moreover, it is easier to access public transport or get around on foot.

3 ☐ Furthermore, living in a flat is usually less expensive than living in a house. For example, rent is often lower for a flat and some of the bills such as maintenance are shared. In addition, living in the same building with others means that if you need help you can easily knock on a neighbour's door.

4 ☐ On the other hand, some people say that living in a flat has a number of drawbacks. Flats tend to be smaller and often don't have balconies or gardens. Moreover, they can sometimes be noisy, especially if located on a main street. Blocks of flats also lack privacy and any rules imposed by the majority of the people in the building usually have to be respected.

5 ☐ All in all, I believe that living in a flat is better than living in a house. Although flats are smaller and have less privacy than houses, they are more centrally located and cheaper to live in.

A subject & opinion
B restate opinion
C first viewpoint & examples
D opposing viewpoint
E second viewpoint & examples

3 What viewpoints does the writer put across? How do they support each viewpoint?

4 Find the linking words the writer uses to: *list viewpoints*, *introduce examples*, *introduce opposing ideas*, *conclude*. Replace them with synonymous ones.

5 Replace the words in bold with synonymous ones.

1) Furthermore, having a cat as a pet is more convenient. **2) For instance**, cats don't need as much attention as dogs do and can be left alone more easily. Dogs can get very lonely and anxious if their owners are away for too long. **3) What is more**, cats don't need to be walked at all; all they need is a simple litter box.

6 Find the topic sentences in the essay. Replace them with appropriate similar ones.

7 Think of appropriate topic sentences for the following.

1) ....
Going to school on an empty stomach can make it difficult to concentrate during lessons. This is because the brain needs energy from food to work properly. Even eating something simple before going to school, like a banana with a glass of milk or a bowl of cereal, can make you more alert.

2) ....
For one thing, if you take a train you don't have to deal with traffic jams. Furthermore, travelling by train can be much faster than travelling by car. What is more, it is possible to work, read and study on a train, which is not possible if you are driving a car.

8 Read the topic sentences and suggest suitable supporting ones.

1 Living in the countryside is more peaceful.
2 Learning a foreign language can bring people more job options.
3 Volunteering helps you make new friends.

- *Your turn*

9 Read the rubric and match the reasons (A-D) to the viewpoints they support (1-4). Use them to write your essay. Follow the plan below. Use phrases from the Useful Language box.

You have had a class discussion about the following statement: Living on campus is the best option for students. Write an essay (200-250 words) giving your opinion and reasons to support it.

1 ☐ easier to reach lessons/library, etc
2 ☐ better social life
3 ☐ lack of privacy
4 ☐ have limited space

A share bedroom, bathroom, etc
B no waste of time and money travelling to university/college
C meet more people to make friends with
D rooms are small so you can only take bare essentials

Plan

(Para 1) *state the topic & your opinion*
(Para 2) *first viewpoint & reason/example*
(Para 3) *second viewpoint & reason/example*
(Para 4) *opposing viewpoint & reason/example*
(Para 5) *restate your opinion*

Useful Language

- Some people believe that living ... . • To me, ...
- Firstly, living on campus ... . • Moreover, it is ... .
- In addition, living on campus is ... .
- On the other hand, some people say that ... .
- All in all, I believe that living on campus ... .

Reading Multiple matching

1 a) Read the rubric, then read the four texts through quickly. What is each text about?

> You will read four short texts about people and their idea of a perfect home. Read the descriptions (A-D) and the statements (1-5) and choose which descriptions match the statements. The descriptions may be chosen more than once.

b) Do the task. Compare your answers with your partner. Justify your answers.

A I never really felt at home in any of the flats I rented so you won't be surprised to learn that I always dreamed of having my own place that I could decorate in my own **style**. When I finally **came across** my dream house and got the money together for a deposit on a **mortgage** I was thrilled and once I moved in I set to work on decorating. I soon realised though that decorating a house isn't an easy task. Firstly, I found it to be a far more expensive enterprise than I had imagined it would be and so I couldn't buy exactly what I wanted. I had to be patient and I ended up making a number of comprises. After a while I got quite frustrated as I felt it just wasn't coming together fast enough and I sort of gave up on it, for the time being at least.

B *Both my parents are architects and so as I was growing up I learnt a lot about their profession and* ***developed*** *an interest in buildings. They are a little disappointed that I didn't choose to be an architect too but they still appreciated my choice to become teacher of history of art and even encouraged me. In a way, it is related to architecture after all. Anyway, I am particularly interested in American colonial houses and, of course, I am now the proud owner of a small 17th century town house, which I* ***restored*** *with the help of my dad and decorated with my mum and now live in. I absolutely love it and have spent a lot of money on it. It is definitely my dream house and I feel very much at home in it. Now, I think I am ready to have my own family.*

C I had a pretty good idea for a long time of what the perfect home would be for me and I was set on having it. I started saving from the minute I got my first job and I knew that it would only be a matter of time before I had the necessary **funds**. I have **mates** in the real estate business and they had their eyes open for something for me. Then one day, I got a call about this beach house and I just knew that it was an opportunity I didn' t want to miss. When I saw it, I simply knew that it was made for me. It is perfectly located on the beach and so I can walk my dog and go surfing any time I like; and of course it is perfect for having guests around for barbecues and what not. It couldn' t be better.

D As a child I had to change flats a lot as my parents moved quite often for work. In a way I was used to not really having a real base and I guess I never really could or did get attached to anywhere. Yet, as time passed by I got a bit tired of moving all the time and perhaps I suffered from a lack of security; I guess deep down inside I **longed for** a place of I could call home. What I have now is not what you would call a luxury home and nothing compared to some of the classy apartments my parents rented but for me it is a dream home. I finally have my own space that I know is mine and no one is going to come and tell me that I have to move tomorrow or the next day. I can say I am quite content here.

Who:
was helped by friends? 0 C
chose their home based on their lifestyle? 1 ......
had to make changes to their original plan? 2 ......
has settled for a simpler home than what they were used to? 3 ......
combined their professional interest with their home? 4 ......
was disappointed with how things turned out? 5 ......
felt they needed more stability in their life? 6 ......

2 Match the words in bold to their synonyms.

- brought to its previous condition
- way • formed • money
- wanted very much
- found by chance • friends
- money you get from a bank in order to buy a house

3 *Miss* or *lose*? Complete the phrases.

1 .... my way
2 .... breakfast
3 .... a contest
4 .... money
5 .... a bus
6 .... patience
7 .... the opportunity
8 .... a payment

Listening Note taking

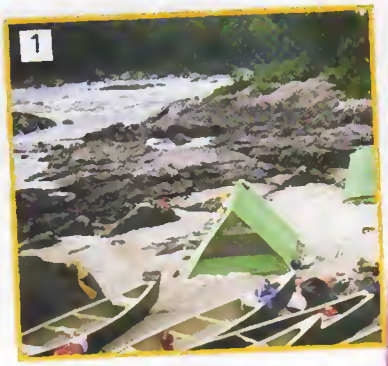
4 You are going to hear a telephone conversation between a landlord and a potential tenant. Listen and complete the table.

Name of owner	0) *Mr. Newton*
Type of accommodation	1) ....
Address	12 Raglan road
Floor	2) ....
Heating	electric
Monthly rent	3) ....
Pets allowed	4) Yes ...... No .....
Caller's name	5) ....
Caller's contact number	6) ....

Speaking Dialogue

5 Read the rubric and do the task in pairs. Use the language below.

> You and your friend would like to organise a holiday with a group of your friends. However, you have you have different ideas about where to go and what type of accommodation to choose. Discuss your ideas and reach a consensus.
>
> - *Give your ideas and arguments.*
> - *Find out your partner's ideas and arguments.*
> - *Try to persuade your partner to accept your ideas.*
> - *Try to reach a compromise.*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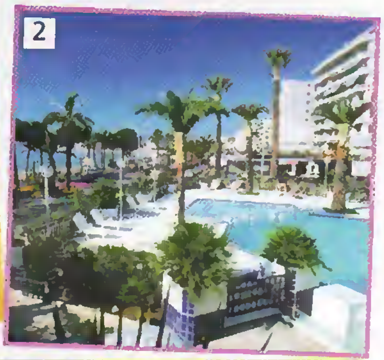
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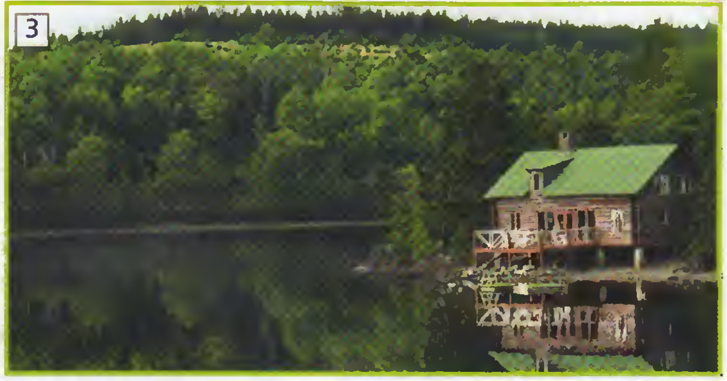

3

Useful Language

- I wouldn't choose … because I don't … • I wouldn't like …
- On the other hand, … has a lot of amenities.
- … looks nice so … • We could all …
- I would definitely choose …

Key Vocabulary

camping: hard ground; can go kayaking and camping; no facilities (showers, restaurants); be in the open air.
hotel: lots of amenities (swimming pool, restaurants); luxurious
cabin by the lake: nice & convenient; sleep comfortably; balcony; nice view; do water sports; go for walks; isolated; not expensive

Culture I

1 Look at the pictures. What kind of a place do you think Singapore is? Read to find out.

2 Read the text again and for each gap (1-6) choose from the sentences A-I the one which best fits each. There are two extra sentences.

A Of the five million people who live in Singapore, only three million are native.
B For example, the Malay verb 'makan' is often used to mean 'eat'.
C In 1834, Singapore officially belonged to the British East Indian Company and in 1864 it became a British Crown Colony.
D Many people come from afar to get a taste of what it has to offer.
E At the same time, wealthy merchants built magnificent private houses and giant warehouses near the port.
F Singapore enjoys one of the highest standards of living in the world.
G In reality, though, lions never inhabited the island.
H You never get bored in Singapore with so many things to do.
I In 1965, it became totally independent and has enjoyed continuous peace and economic prosperity since.

3 Fill in: *backgrounds*, *immigrants*, *destination*, *links*, *merchants*, *prosperity*, *record*.

1 Singapore has experienced a period of economic .... in the last few decades.
2 .... from other countries decided to live in Singapore.
3 People of diverse .... live in Singapore.
4 The first written .... of the island dates to the 3rd century AD.
5 Wealthy .... used to own private houses in Singapore.
6 Singapore has become a very popular tourist ....
7 Many Singaporeans have cultural .... to other Asian countries.

Country Fact File

Name: Republic of Singapore
Location: southeastern Asia
Size: 710 sq km
Population: 5,076,700
Capital: Singapore

Singapore
The Lion City

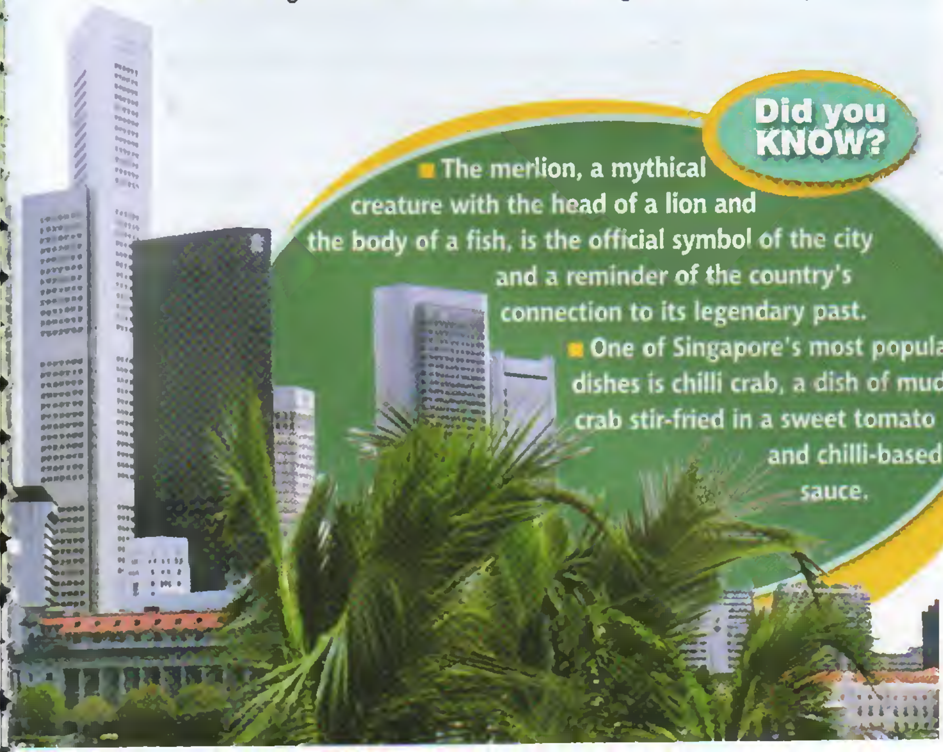
The earliest written record of Singapore is a Chinese account dating to the 3rd century AD in which the island is referred to as 'the island at the end'. It is said that the country got its current name in the 13th century when a visiting Malay prince thought he saw lions there and founded a settlement called Singa Pura, which means *Lion City* in Sanskrit. 0 G In time, Singapore became an important trading post, and a stopover for ships sailing between China and India. Consequently, it was considered a strategic military outpost and over the centuries came under the control of various powers, including the Buddhist kingdom, the Muslim empire of Malacca, the Portuguese, the Dutch, and finally the British. 1 ☐

During the second half of the 19th century, Singapore continued to prosper and became a very important city. It developed industrially and its population grew rapidly as immigrants arrived from China, Malaysia and Indonesia. The British erected splendid public buildings, including beautiful churches and hotels, and the immigrant communities constructed mosques, temples and shrines. 2 ☐ By the turn of the 20th century, Singapore had become the biggest trading post in the East. It continued to prosper until World War II, when it was taken over by Japanese forces and then re-occupied by the British. Singapore declared independence from Great Britain in 1963 and briefly joined the Federation of Malaysia. 3 ☐

Singapore does not have one unique national identity and Singaporeans have various cultural links to countries such as China, India, Indonesia, Malaysia, and Great Britain. Today, the population is made up of 76.8% Chinese, 13.9% Malays, 7.9% Indians, and 1.4% other. English is the administrative language of Singapore and the medium of instruction in schools. However, the country has four official languages: English, Malay, Mandarin, and Tamil. Many people in Singapore speak 'Singlish', which is based on both American and British English but has a number of differences including borrowed words from Malay and Mandarin. 4 ☐ Education is very important to Singaporeans and their society is a true meritocracy where good results at school and university mean a good job with a good salary. People in Singapore sometimes joke about their desire to have the 'five Cs'; condominium, car, credit card, club membership and career.

5 ☐ It has also become a very popular tourist destination, which is not surprising as it has so much to offer the visitor, from beautiful beaches to beautiful buildings. It also has a diverse wildlife despite its rapid urban development. It is home to a number of birds, reptiles and mammals, such as the long-tailed macaque, the dugong and the dolphin.

There are also a lot of things to do in Singapore. 6 ☐ Shopping and dining are considered to be national pastimes and many people come from afar to get a taste of what Singapore has to offer. Singapore's cuisine is influenced by both Asian and Western styles, and is an expression of its cultural diversity. Singapore is an interesting example of how people of diverse backgrounds and culture can live together in harmony.



Did you KNOW?

- The merlion, a mythical creature with the head of a lion and the body of a fish, is the official symbol of the city and a reminder of the country's connection to its legendary past.
- One of Singapore's most popular dishes is chilli crab, a dish of mud crab stir-fried in a sweet tomato and chilli-based sauce.

4 Fill in: *public, standards, trading, turn, national, current, declare, diverse, harmony, urban.*

1 .... name
2 .... post
3 .... buildings
4 by the .... of the century
5 to .... independence
6 .... identify
7 .... wildlife
8 high .... of living
9 .... development
10 live in ....

5 Find phrasal verbs in the text which mean:

1 started being controlled or managed by
2 taken control of
3 consists of

6 Complete the sentences.

1 Singapore is located ....
2 It got its name ....
3 Singapore became very important as a ....
4 By the turn of the 20th century ....
5 The population consists of ....
6 Singapore is a popular ....
7 The cuisine ....

7 **Think!** Compare your country to Singapore in terms of: *location, history, language, animals, culture,* and *attractions.*

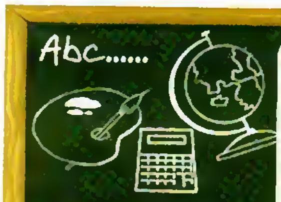
Proverbs

- *Where there is a sea, there are pirates.*
- *If the mountain goat is in a good mood, even having no grass is fine.*
- *The big fish sees the mountain top, the small fish sees the big fish.*

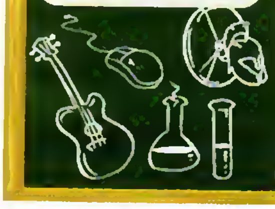
MODULE 3 School

Vocabulary School subjects

1 Match the sentences to the subjects. Which are arts and which are sciences?



1	☐	art
2	☐	chemistry
3	☐	drama
4	☐	citizenship
5	☐	history
6	☐	PSHE
7	☐	Italian
8	☐	maths
9	☐	business studies
10	☐	English literature



a Who can tell me what 24 divided by 6 equals?
b In this class, we'll learn about rights, laws and democracy in our country.
c Try and use brighter colours next time.
d Water contains hydrogen and oxygen.
e Does everyone know what the CEO of a company does?
f *Dr Jekyll and Mr Hyde* is a classic tale written by Robert Louis Stevenson.
g This subject brings together personal, social and health education.
h 'Ciao' can be used for both 'hello' and 'goodbye'.
i We're going to rehearse a scene from *Romeo & Juliet*.
j How many times was Mieszko the Old king?

Note: school subjects that look plural are actually singular and take a singular verb e.g. *physics is*.

Marks & requirements

• Useful phrases

2 Complete the sentences with the correct verb. *attract, learn, expelled, submit, hand, skip, cheating.*

1 We have to .... in our assignments today.
2 He was caught .... in a test and was .... from school.
3 You should raise your hand if you want to .... the teacher's attention.
4 We have to .... our essays by email for our IT class.
5 We have to .... this poem by heart for our English class on Thursday.
6 If we .... a lesson at school we get detention.

• Collocations

3 Fill in the gaps with: *mock, past, sciences, assembly, entrance, call.*

1 Kelly loves biology and chemistry so she plans to study life .... at university.
2 Our teacher takes roll .... every day at the beginning of class.
3 In order to get onto the course, you have to pass a(n) .... exam.
4 Our .... exams are to practise for our final exams.
5 We have a school .... in the auditorium every Wednesday morning.
6 Look at some .... papers to see the types of question that usually come up in the exam.

School life

• Phrasal verbs

4 Choose the correct particle.

1 You'll fall **over/behind** with your work if you take any more days off school.
2 After being off school for a month, she had to do extra work to catch **up/out** with her classmates.
3 I need to look **off/over** my class notes before our test on Monday.
4 If you don't study, how do you expect to keep **out/up** with the class?
5 If you don't know what a word means, look it **up/over** in the dictionary.
6 Sue's parents told her **out/off** when they read her teachers' poor comments on her report card.

• Verb phrases

5 Match the words *an essay, an exam, class, late, online, school* to the correct groups.

1 study for, fail, retake ....
2 go to, attend, skip ....
3 be, turn up, arrive ....
4 do research, look sth up, find information ....
5 write, hand in, mark ....
6 drop out of, leave, start ....

Education system

6 Fill in the gaps in the blog posts with the words:

A • higher • secondary • national • form • primary

B • junior • postgraduate • pre-school • technical • undergraduate

A

I've just finished my A-level exams. Now, the summer holidays begin! You know, here in England, we sit our first **1)** .... exams at the end of **2)** .... school. That means I started doing exams seven years ago! Also, before we finish **3)** .... school at sixteen, we take our GCSEs. Many students find jobs after that, but most students stay on at sixth **4)** .... college. Another two years of hard work brings us to where I am now. But, do you know what? If I've passed my A-levels, I'll start my **5)** .... education at university - where three more years of examinations will be waiting!

Kirsty, 18 years, Nottingham

B

Interesting post, Kirsty! I'll tell you what happens in Poland. Here, children can do three years of **1)** .... education, but only the last year of nursery school is compulsory. Then, pupils attend six years of primary school before beginning **2)** .... secondary school. At 16, we sit exams to see if we'll go to a senior secondary school, a vocational school or a **3)** .... school. We sit the Matura exams at 18 if we want to enter university. At university, most **4)** .... degrees last for four years, although many also do a **5)** .... course afterwards.

Paula, 19 years, Łódź

7 Choose the right word.

1 **Long-distance/First-class/One-to-one tuition** learning is very popular in remote areas of large countries.
2 Students must pay a **regulation/registration/bursary** fee of €100 when they start their course.
3 Stella's just completed her Bachelor of Arts **certificate/diploma/degree** with **honours/marks/points** and is thinking about doing a Master's.
4 The survey showed that 80% of adults who did not go on to **higher/upper/advanced** education wish they had.
5 If I get the job in France, I'll probably do a **first/junior/refresher** course in French.
6 We'll be **awarded/appointed/assigned** our degrees at a graduation ceremony.

8 Fill in:

A • scholarship • tuition fees • internship • loans • debt

1 .... programmes are the ideal way to find out what it's really like working for a company.
2 British universities can charge .... of up to £9,000 per year.
3 Many university students have to take out .... in order to finance their studies.
4 Sam was told that a full sports .... would cover all his university and living expenses.
5 Most university students get part-time jobs in order to avoid getting into ....

B • terms • breaks • timetable

1 Only seniors at my school are allowed outside school grounds during lunch ....
2 The school year in the UK is generally divided into three ....
3 I've just been given my .... – I can't believe I've got a double maths period on Friday afternoon!

Higher education

9 Complete the instructions on a university's website with: *tuition, lump, application, entitled, student, local, required, submitted.*

Financial Support Services

How to apply for financial support

- Contact your **1)** .... education authority (LEA) for a(n) **2)** .... form. You can also apply online at www.financial_support.org.
- Complete the application and return it to your LEA by post. Make sure you provide all the **3)** .... details. Applications are to be **4)** .... by 31st August.
- The application form also asks whether you want to take out a **5)** .... loan.

Payment

- Your LEA will say if you are **6)** .... to financial support. If you are not awarded the full amount of your **7)** .... fees, they will inform you how much you have to contribute.
- Contributions can either be paid as a(n) **8)** .... sum, or you can usually arrange to pay in instalments.

See Vocabulary Bank on p. 168

Reading Gapped text

1 Why do so many students study abroad these days? Would you like to study abroad? Why?

2 What do the initials E.R.A.S.M.U.S stand for? How is this related to Desiderius Erasmus and the EU? Read through to check.

3 a) Read the text again and complete the gaps with the words from the box. There are two words which you do not need to use.

- abroad • opportunity • chances • other
- promotes • foreign • undoubtedly • various

E.R.A.S.M.U.S.

Today, many teenagers can't wait for the 0) *opportunity* to pack their bags and head off on an adventure to a **foreign** country. Fortunately, a highly successful European education and training programme launched in 1987 has so far enabled over two million university students to spend time studying and working abroad. The **scheme** is named after the Dutch philosopher Desiderius Erasmus of Rotterdam (1466-1536), who travelled and studied in 1) .... European cities including Paris and Cambridge. Called 'Erasmus', it is the EU's flagship education programme. Erasmus is both an **appropriate** and clever name as the letters stand for *European Region Action Scheme for the Mobility of University Students*. Its principal aim is to foster understanding and innovation across the continent through student and staff exchange programmes. It not only encourages students to travel abroad and supports them while they are there but it also 2) .... and funds co-operation between universities and their **staff** across Europe. Erasmus is one of the most successful programmes ever put in place by the European Community. The vast majority of universities from all the European countries take part in the programme. In all, more than 4,000 third level institutions in 33 countries participate. Current figures show that over 200,000 students and 25,000 staff members make the move each year and this number is constantly growing. Students who decide to sign up for the scheme either study at a university 3) .... or do an **internship** in a foreign company for three months to a year; this time spent away from home is recognised and **validated** by their own university, provided that certain agreed terms are respected. An important aspect of the programme is that students do not have to pay any fees to the foreign university and there are also a number of **grants** available for the less financially privileged **scholars**. Some participants can also benefit from low rent or even free accommodation.

For many young students, the Erasmus experience is their first time living abroad and for some it's their first time away from home. It is 4) .... an important period in their lives and can have a determining effect on their future. More specifically, it can be especially helpful when you want to get a job. In fact, studies show that time spent abroad not only enriches students' language skills and academic careers but also their intercultural skills, their self-confidence and their **self-reliance**. Therefore, having an Erasmus exchange on your CV increases a student's 5) .... of employment in the future. What's more, students who have spent time abroad seem to be more open about their future **options** and more prepared to embrace other cultures. Some respected **academics** have even suggested that former Erasmus students will be the **backbone** of a future pan-European identity.

b) Find words in the text to complete the sentences. Write no more than two words.

1 Who is the programme named after?
It is named after the Dutch *philosopher*, Erasmus.
2 What does the programme mainly encourage?
It encourages students to travel ....
3 What universities take part in the programme?
The .... majority of European universities take part in the scheme.
4 Who can benefit from Erasmus grants?
Students who are not .... privileged can benefit form grants?
5 How does the programme help students?
It helps improve their language and intercultural ....

4 Read the text again and answer the questions.

1 Why do you think the Erasmus programme is named after the Dutch philosopher?
2 What is the aim of the Erasmus programme?
3 Who is the programme designed for?
4 What financial help exists for poorer students?
5 According to the text, how does the programme enrich a student's life?
6 What is the author's purpose?

5 Match the words in bold to their meanings: *suitable, students, alien, amounts of money given for educational purposes, choices, period of practical training an advanced student has, workers, authorised, independence, strongest part, programme, members of a university.*

6 Complete the sentence with the correct form of the verb: *enable, embrace, promote, launch, validate, enrich, fund.*

1 There is no doubt that a year spent abroad .... a student's life.
2 The home university .... the time abroad, provided certain terms are met.
3 The Erasmus programme .... in 1987.
4 So far, the programme .... thousands of students to study abroad.
5 Studying abroad can make you more willing .... other cultures.
6 The programme .... co-operation between universities.
7 There are a number of organisations that .... students who can't afford it.

7 Fill in: *away, for, up, off, after, back.*

1 Jack is heading .... to Spain for a three-month internship next week.
2 A lot of students signed .... for the programme.
3 What does WHO stand ....?
4 Would you like to spend 6 months .... from home?
5 The university is named .... its founder.
6 The programme dates .... to 1987.

8 **Think!** What are the pros and cons of studying abroad? In three minutes write a few sentences. Tell the class.

Listening Matching

9 a) Read the rubric and the headings. Think of words and phrases related to each heading.

> You will hear five people talking about their experiences studying abroad. Match the headings (A-F) to the speakers (1-5). There is one extra heading that does not match any speaker.

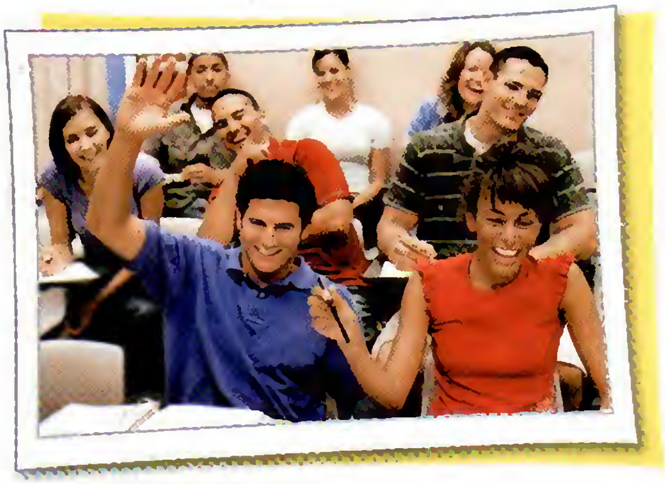
A NOT GIVING UP
B SWITCHING DEGREES
C RECOMMENDED BY OTHERS
D A TURNING POINT
E A BIG LET-DOWN
F HARD TO STAY FOCUSED

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

b) Do the listening task.

Speaking Describe a picture & answer questions

10 Describe the picture.



Now answer the questions.

1 Do you think the students are enjoying their lesson?
2 What subjects do you enjoy studying?
3 Give an account of something memorable that happened to you at school.

Quotations

Education is the key to unlock the golden door of freedom.
(George Washington Carver, US scientist)

Use of English Modals

- I'm certain he is studying now.
  He must be studying now.
- I'm sure she hasn't cheated in the exam.
  She can't have cheated in the exam.
- It's forbidden to use a mobile during lectures.
  You mustn't use a mobile during lectures.
  You aren't allowed to use a mobile during lectures.
- Shall I help you finish the project?
  Would you like me to help you finish the project?
- It isn't necessary for you to attend the class.
  You don't have to/don't need to/needn't attend the class.
- It wasn't necessary for her to leave class early.
  She needn't have left class early.
- She is likely to get a scholarship.
  It is likely that she will get a scholarship.
  She'll probably get a scholarship.
- May I use your dictionary?
  Would you mind if I used your dictionary?

1 Complete the sentences using the word in bold. Use two to five words.

1 It is forbidden to eat in the library.
ALLOWED You ....
.... in the library.

2 May I borrow your pen for a moment?
MIND Would ....
.... your pen for a moment?

3 I'm sure Richard is doing his homework now.
MUST Richard ....
.... his homework now.

4 It will probably rain tomorrow afternoon.
LIKELY It ....
.... will rain tomorrow afternoon.

5 It wasn't necessary for you to prepare a packed lunch for me.
PREPARED You ....
.... a packed lunch for me.

6 I'm sure Mary didn't take the money from my schoolbag.
TAKEN Mary ....
.... the money from my schoolbag.

7 You mustn't run inside the school.
FORBIDDEN It ....
.... inside the school.

8 Shall I help you carry those books?
LIKE Would ....
.... carry those books?

9 It isn't necessary for students to have their IDs with them.
HAVE Students ....
.... their IDs with them.

- *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Anna can't have been telling the truth about her test score.
MUST Anna ....
.... about her test score.

2 May I use your computer?
IF Would ....
.... used your computer?

3 It wasn't my fault that you failed the exam.
BLAME You can't ....
.... the exam.

4 You should have asked for your friends' advice!
PITY What ....
.... ask for your friends' advice!

5 I'm sure she was in my class at school.
HAVE She ....
.... in my class at school.

6 You should be friends again with Jack.
UP You ought ....
.... Jack.

7 Surely Sarah isn't still in the library!
BE Sarah ....
.... in the library!

8 It wasn't necessary for you to do this.
HAVE You ....
.... this.

9 I'm sure she didn't cheat in the test.
HAVE She ....
.... in the test.

10 The teacher made her rewrite her essay.
WAS She ....
.... her essay.

11 It was a mistake for Jack to lie to the teacher.
HAVE Jack ....
.... to the teacher.

12 Could you help me with my homework?
HAND Would ....
.... with my homework?

13 Lucy and Clara look the same to me.
TELL I ....
.... between Lucy and Clara.

14 "You should see a career guidance counsellor," she said to me.
ADVISED She ....
.... a career guidance counsellor.

15 Can you look after my schoolbag for a while?
EYE Would you mind ....
.... my schoolbag for a while?

16 The teacher stopped them from talking during the test.
ALLOW The teacher ....
.... talk during the test.

• *Word formation*

3 Fill in the correct form of the words in bold.

Every student knows that the key to exam success is **1) (prepare)** ...., but the truth is that most students don't prepare properly. Reading from a textbook, for instance, is not an **2) (effect)** .... way to study. But a group of psychologists at Purdue University, USA, have come up with a technique that may help you raise your grades! In an experiment, they divided a class of students of similar **3) (intelligent)** .... into two groups and gave them one hour to prepare for an exam. One group simply read a short text for the entire hour while the other group read the text for 20 minutes, took a small test, and then tried to find the answers to their mistakes. At the end of the hour, all of the students sat a final exam. The results were **4) (amaze)** .... The students who took the small test remembered 50% more information than the students who read for an hour. So, why not try this technique the next time you're preparing for a big exam? Of course it's **5) (possible)** .... to design a test for yourself; but design one for a classmate and ask him/her to design one for you. You might be very pleased with the results!

• *Lexical multiple choice items*

4 Choose the correct answer.

1 Mr Higgins is one of the best .... teachers.
A understood B recognised
C popular D liked

2 The lecture will be .... in the auditorium.
A held B made C kept D done

3 Don't .... the opportunity to study abroad.
A fail B miss C lose D drop

4 The university .... students from all over the world.
A appeals B brings C attracts D calls

5 There's no .... that studying abroad is a valuable experience.
A argument B problem C doubt D fear

6 She isn't .... to living on her own.
A familiar B accustomed C common D known

7 He put his bag on the desk and, before he .... it, it had disappeared.
A understood B noticed C knew D saw

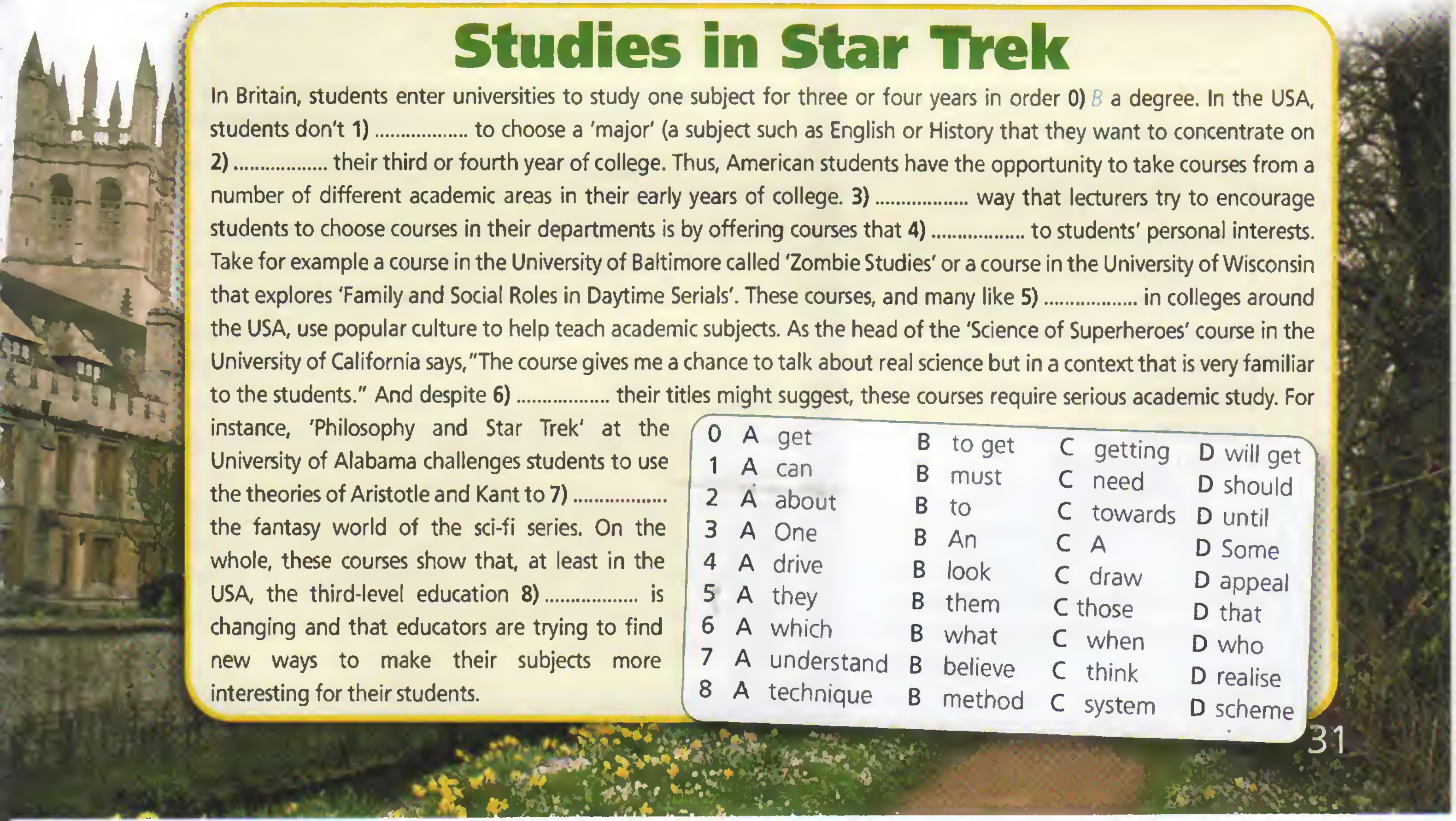
8 The student made her .... to the library.
A direction B move C road D way

9 To be ...., she did try very hard.
A just B real C true D fair

10 He decided to get an MA in Finance for the .... of his career.
A gain B favour C benefit D profit

• *Multiple choice cloze*

5 Read the text and choose the correct answer.



Studies in Star Trek

In Britain, students enter universities to study one subject for three or four years in order **0)** *B* a degree. In the USA, students don't **1)** .... to choose a 'major' (a subject such as English or History that they want to concentrate on **2)** .... their third or fourth year of college. Thus, American students have the opportunity to take courses from a number of different academic areas in their early years of college. **3)** .... way that lecturers try to encourage students to choose courses in their departments is by offering courses that **4)** .... to students' personal interests. Take for example a course in the University of Baltimore called 'Zombie Studies' or a course in the University of Wisconsin that explores 'Family and Social Roles in Daytime Serials'. These courses, and many like **5)** .... in colleges around the USA, use popular culture to help teach academic subjects. As the head of the 'Science of Superheroes' course in the University of California says, "The course gives me a chance to talk about real science but in a context that is very familiar to the students." And despite **6)** .... their titles might suggest, these courses require serious academic study. For instance, 'Philosophy and Star Trek' at the University of Alabama challenges students to use the theories of Aristotle and Kant to **7)** .... the fantasy world of the sci-fi series. On the whole, these courses show that, at least in the USA, the third-level education **8)** .... is changing and that educators are trying to find new ways to make their subjects more interesting for their students.

0	A get	B to get	C getting	D will get
1	A can	B must	C need	D should
2	A about	B to	C towards	D until
3	A One	B An	C A	D Some
4	A drive	B look	C draw	D appeal
5	A they	B them	C those	D that
6	A which	B what	C when	D who
7	A understand	B believe	C think	D realise
8	A technique	B method	C system	D scheme

Writing A for-and-against essay

A **for-and-against** essay is a discursive essay in which you discuss the advantages and disadvantages of a specific topic. It consists of:

- an **introduction** in which you present the topic without giving your opinion.
- a **main body** in which you present the arguments for and the arguments against with justifications and/or examples in separate paragraphs. We start each paragraph with a topic sentence.
- a **conclusion** in which you state your opinion or give a balanced summary of the topic.

You must not state your opinion or use opinion words such as **I believe** or **I feel** in the introduction or the main body. Opinion words can only be used in the conclusion where we may state our opinion.

For-and-against essays are usually written in a formal style. We should therefore avoid colloquial expressions, idioms, short sentences and strong language.

1 Read the rubric, underline the key words, and answer the questions.

> You have had a class discussion about university education. Your teacher has asked you to write an essay discussing the advantages and disadvantages of higher education. Write your essay (200-250 words).

1 What type of essay should you write?
2 Who is going to read your essay?
3 What style should you use?

2 Read the essay and match the paragraphs to the correct heading. What arguments for/against does the writer present? How does he support each argument?

A ☐ state opinion
B ☐ arguments against & justification
C ☐ present topic
D ☐ arguments for & justification

1 Did you know that in many countries nowadays over 50% of students go on to higher education after completing secondary school? This is a significant increase from the past when only a few privileged children went to university. So what are the advantages and disadvantages of a university education?

2 There are clearly a number of advantages to going to university. **First of all**, a university education enables a student to broaden their outlook on life. **For example**, you get to meet people from different backgrounds and learn about different cultures. At the same time, students become more mature and autonomous as they live away from home. **Furthermore**, students tend to specialise in a particular subject at university and consequently become experts in that domain.

3 **On the other hand**, there are arguments against higher education. **To begin with**, a large number of students have to take out bank loans to pay university fees. **Consequently**, when they start working they end up paying back a large part of their monthly salary over several years. **Secondly**, many university courses are very theoretical and do not prepare students properly for professional careers. **As a result**, many graduates have to be trained on the job anyway.

4 **All things considered**, although there are disadvantages to going on to university, I believe that a university education is of the utmost importance. Most jobs require at least a Bachelor's degree and postgraduate specialised knowledge in a particular field is particularly appreciated.

3 Replace the linkers in bold in the essay with suitable ones from the Linking words box.

Useful Language

LINKING WORDS

- **to list and add points:** In the first place, To start/begin with, Firstly, Secondly, Thirdly, Finally, In addition (to this), Furthermore, Moreover, Besides, etc.
- **to introduce or list advantages:** The main/first/most important advantage of ..., One/Another/An additional advantage of ..., One point of view in favour of ..., It is often suggested/believed/argued that ..., Some/Many people suggest/feel/argue that ..., Some/Many people are in favour of/are convinced that ... etc.
- **to introduce or list disadvantages:** The main/most important disadvantage/drawback of ..., One/Another/An additional disadvantage of ..., One point/argument against ..., Some/Many people are against ... , etc.
- **to introduce examples/reasons/results:** for example/instance, such as, like, in particular, therefore, for this reason, because, as, since, as a result, etc.
- **to show contrast:** On the other hand, However, still, but, Nonetheless, Nevertheless, Although, Even though, In spite of/Despite (the fact that), etc.
- **to introduce a conclusion:** In conclusion, To conclude/sum up, All in all, All things considered, Taking everything into account/consideration, etc.

4 Underline the correct phrase in the sentences.

1 **Nevertheless/Even though** higher education costs a lot, it is worth it.
2 **An additional advantage/Finally** is that it broadens one's mind.
3 **Despite/Besides** being difficult, it is something that everyone should do.
4 She found it extremely hard. **Still/In spite of,** she continued to work at it.
5 **Since/As a result,** students are better prepared for the real world.
6 **In spite of/Despite the fact that** studying hard, he still failed his exams.

5 Find and replace the topic sentences in the essay with your own ones.

6 Match the arguments about home schooling to their corresponding justifications. Which points are *(F)* for and which are *(A)* against?

Arguments	Justifications
1 ☐☐ study at your own pace	a could feel bored or lonely
2 ☐☐ spend more time with family	b not feel any pressure or stress
3 ☐☐ no contact with other students	c insufficient professional guidance
4 ☐☐ parents not qualified teachers	d save money
5 ☐☐ no transport costs or canteen charges	e feel more secure and happier

7 Using the arguments and justifications from Ex. 6, complete the main body paragraphs with appropriate phrases/linking words.

There are arguments in favour of home schooling.
1) ....
On the other hand, not going to school has its disadvantages.
2) ....

- *Your turn*

8 Read the rubric and answer the questions.

> Your class has had a discussion about online education. Your teacher has asked you to write a for-and-against essay discussing the advantages and disadvantages of learning online. Write your essay (200-250 words).

1 What type of essay should you write?
2 Who is going to read it?
3 What style should you write in?

9 Listen to two students discussing the topic and make notes under the headings.

Arguments for/ Justifications	Arguments against/ Justifications

10 Use your answers from Ex. 9 to write your essay. Follow the plan below.

Plan

(Para 1) *state the topic*
(Para 2) *arguments for, justifications/examples*
(Para 3) *arguments against, justifications/ examples*
(Para 4) *state your opinion/balanced summary*

Reading **Multiple choice**

1 The photograph shows a classroom in England in the 19th century. How does it differ from your classroom? Tell the class.

Sissy's Progress

adapted from *Hard Times* by Charles Dickens

"It would be a **fine** thing to be you, Miss Louisa!" Sissy said, one night, when Louisa **0)** *tried* to make her **perplexities** for next day something clearer to her.

"Do you think so?"

"I should know so much, Miss Louisa. All that is difficult to me now, would be so easy then."

"You might not be the better for it, Sissy." Sissy said, after a little **hesitation**, "I should not be the worse, Miss Louisa." To which Miss Louisa answered, "I don't know that."

There had been so **1)** .... communication between these two – both because life at Stone Lodge went monotonously round like a piece of machinery which discouraged human **interference**, and because of the prohibition relative to Sissy's past career – that they were still almost strangers. Sissy was uncertain **2)** .... to say more or to remain silent.

"You are more useful to my mother, and more pleasant with her than I can ever be," Louisa **resumed**. "You are pleasanter to yourself, than I am to myself."

"But, if you please, Miss Louisa," Sissy **pleaded**, "I am – O so silly!'"

Louisa, with a brighter laugh than usual, told her she would be wiser by-and-by.

"You don't know," said Sissy, half crying, "what a silly girl I am. All through school hours I **3)** .... mistakes. Mr and Mrs M'Choakumchild call me up, over and over again, regularly to make mistakes. I can't help them. They seem to come natural to me."

"Mr and Mrs M'Choakumchild never make any mistakes themselves, I suppose, Sissy?"

"Oh no!" she eagerly returned. "They know everything."

"Tell me some of your mistakes."

"I am almost ashamed," said Sissy, with **reluctance**. "But today, for instance, Mr M'Choakumchild was explaining to us about Natural Prosperity."

"National, I think it must have been," observed Louisa.

"Yes, it was. – But isn't it the same?" she **timidly** asked.

"You had better say, National, as he said so," replied Louisa, with her dry **reserve**.

"National Prosperity. And he said, Now, this schoolroom is a nation. And in this nation, there are fifty millions of money. Isn't this a **prosperous** nation? Girl number twenty, isn't this a prosperous nation, and aren't you in a **thriving** state?"

"What did you say?" asked Louisa.

"Miss Louisa, I said I didn't know. I thought I couldn't know whether it was a prosperous nation or not, and whether I was in a thriving state or not, unless I knew who had got the money, and whether any of it was mine. But that had **4)** .... to do with it. It was not in the figures at all," said Sissy, **wiping** her eyes.

"That was a great mistake of yours," observed Louisa.

"Yes, Miss Louisa, I know it was, now. Then Mr M'Choakumchild said he would try me again. And he said, "This schoolroom is an **immense** town, and in it there are a million of **5)** .... , and only five-and-twenty are starved to death in the streets, in the course of a year. What is your **remark** on that proportion?" And my remark was – for I couldn't think of a better one – that I thought it must be just as hard upon those who were starved, whether the others were a million, or a million million. And that was wrong, too."

"Of course it was."

"Then Mr M'Choakumchild said he would try me once more. And he said, Here are the stutterings –"

"Statistics," said Louisa.

2 a) Read the text and complete the gaps with the words from the box. There are two words which you do not need to use.

- do • if • inhabitants • make • nothing • little • tried • whether

b) Read again. For questions 1-5 choose the correct option A, B, C or D.

1 From the text we know the people living in Stone Lodge
- A had only recently met.
- B did not interact very much.
- C were rather dull.
- D worked in different careers.

2 When Sissy says she is 'O so silly',
- A she does so in order to please Louisa.
- B it makes Louisa feel clever.
- C Louisa tells her this won't always be the case.
- D Louisa feels sorry for her.

3 Sissy says she makes mistakes
- A on purpose.
- B out of embarrassment.
- C to get attention.
- D without meaning to.

4 'National Prosperity' refers to
- A the wealth of a country.
- B the population of a country.
- C the natural resources of a country.
- D the number of states in a country.

5 Sissy considers 25 people starving to death
- A unacceptable no matter how big a city is.
- B acceptable in a city of a million people.
- C unacceptable only in small cities.
- D acceptable only in a city of a million million people.

3 Match the words in bold to their synonyms. What part of speech is each?

- huge • went on • unwillingness
- difficulties • restraint in expression • shyly
- intervention • rich • begged • pause
- drying • successful • excellent • comment

4 Fill in: *remain*, *state*, *course*, *clear*, *natural*, *starve*, *human*, *wipe*.

1 make sth ....
2 .... interference
3 to .... silent
4 come .... to me
5 be in a thriving ....
6 to .... your eyes
7 to .... to death
8 in the .... of a year

5 **Think!** Think of a day at school where something went wrong. In three minutes write a few sentences. Tell the class.

Ways of speaking

6 Fill in with the verbs in the list in the correct tense: *whisper*, *chat*, *speak*, *mutter*, *scream*, *talk*, *call*, *mumble*.

1 May I .... to Sissy, please?
2 I don't know what on earth you .... about.
3 He .... the boy's name in my ear.
4 She .... something but I didn't hear.
5 He was so angry, he left the room .... to himself.
6 The children .... away happily.
7 He saw the fire and immediately .... for help.
8 He was so angry, he started .... at me.

Listening True/False statements

7 Read the rubric and do the listening task.

You will hear a radio interview about school phobia. Mark the statements (1-5) *T* (True) or *F* (False).

	True	False
1 School phobia is now an incorrect term.		
2 Parents often fail to recognise that their child suffers from school refusal.		
3 Physical symptoms associated with school refusal are easily relieved.		
4 School refusal in young children usually stems from their fear of being bullied.		
5 School refusal symptoms usually ease off after a time.		

Speaking Role-play

8 a) Read the rubric, then in pairs, do the task.

You are trying to decide what to do when you finish secondary school. You have gone to your school careers advisor for advice. Include the four pieces of information below in your conversation.

university
job
school subjects
personality

b) Listen to two people doing the task. Compare their conversation to yours.

MODULE 4 Work

Jobs

1 Which of the jobs below: *can you take a university degree for? are indoor/outdoor? are skilled/unskilled?*

- bank manager • lifeguard • miner
- interior designer • refuse collector
- physiotherapist • counsellor
- fashion designer • auctioneer
- ski instructor • chef • construction worker
- air traffic controller • gardener • barrister
- porter • civil servant • graphic designer

• *Collocations*

2 Fill in with: *minimum, retail, temporary, pay, assistant, shift.*

A: Anna, you like working in the 1) .... trade, don't you?
B: I love it. Why?
A: Because I've just been offered a 2) .... job as a sales 3) .... in a clothes shop and I don't know whether to take it or not.
B: Congratulations! Why are you hesitating?
A: Well, they said I'll only be getting the 4) .... wage to start off with.
B: Don't worry about that! You'll soon get a 5) .... rise if they're happy with your performance.
A: That's true, I guess. But the thing is, it's all 6) .... work. My hours will vary every week.
B: I think you should take it. Jobs are really hard to come by these days. Besides, I think you'll love working with the public.

• *Useful phrases*

3 Complete the sentences with the words *human, experience, job, flexible, sick, reference.*

1 Do you have any previous .... of working with children?
2 I've decided to accept a .... offer from a small insurance company.
3 The best thing about being self-employed is that you can have .... working hours.
4 She asked her Maths teacher to give her a job ....
5 Bob can't work because of his injury, but he receives .... pay from his employer.
6 Peter works in .... resources so part of his job is to train new employees.

4 Read the forum comments below and choose the right word.

- customer • public • stuck • accounts
- current • personnel • career

Careers Forum

Hi everyone. I work in the **1)** .... service department of a software firm and to be honest I need a change. It's not easy dealing with people's complaints all day. I'd love to work in **2)** .... relations. I'm really interested in how companies present themselves to the outside world. Has anyone else made a similar **3)** .... move or do you think it's better to stay in my **4)** .... position?

Jeffrey, London

Hi Jeffrey! I used to work in the **5)** .... department of a company but I got sick of working with numbers all day. Now I'm in sales and I much prefer it. I love being with customers instead of being **6)** .... behind a desk all day. I think you should speak to the **7)** .... manager in your company about moving to a different department. It worked for me!

Julian, Birmingham

At work

5 Fill in the gaps in the sentences with the verbs *apply, take, work, provide, make, go, give, call* in their correct form.

1 Kim .... shifts in a fast food restaurant.
2 The factory workers decided to .... on strike.
3 Tom .... the day off yesterday because he was feeling unwell.
4 Lisa .... a living as a street magician.
5 I heard that Pamela has .... for the post.
6 Her boss .... her the sack last week.
7 They immediately .... an emergency meeting to discuss the news.
8 The company's goal is to .... better customer service.

The labour market

6 Look at the work-related phrases below and place them in the correct column.

- paid overtime
- fringe benefits
- tough deadlines
- maternity leave
- pay rise
- workplace discrimination
- good team spirit
- career advancement
- training opportunities
- poor working conditions
- career goals
- job burnout
- work-related stress

Positive	Negative

7 a) Fill in with: *salary*, *wage*, *perks*, *commission*, *pension*, *increments*, *promotion*, *dole*, *pay slips*.

1 I've lost my job so now I have to go on the ....
2 One of the .... of a job in sales is that you get a company car.
3 Keep all your .... because you'll need them as proof of your earnings.
4 Her basic pay is quite low but she's a good saleswoman so she earns a lot of ....
5 Because he's been in the same job for 40 years, he'll get a good .... in his old age.
6 The national minimum .... in England has risen to £5.93 an hour from £5.80.
7 As managing director, he earns a six-figure ....
8 While you're a trainee here, your salary will go up in monthly ....
9 His .... was the result of him working very hard.

b) Fill in with: *lay off*, *made redundant*, *promoted*, *resign*, *retire*, *be sacked*.

1 Ben was .... from assistant advertising manager to advertising manager yesterday.
2 Unfortunately I was .... when the company decided to close the office I worked at.
3 There wasn't enough work to keep the factory open so the manager had to .... most of the staff.
4 He's always late for work and he's worried that he's going to ....
5 I don't think it's a good idea to .... from your job before you have a new one.
6 After 45 years of work, I can't wait to ....

Prepositions

8 Choose the correct preposition.

1 As the restaurant manager, the only person I have to report **at/to** is the owner.
2 Despite his having no experience **in/with** journalism, the newspaper offered him the job.
3 He handed **in/on** his notice.
4 Our law firm specialises **in/on** business law.
5 Tim is responsible **for/by** closing up the shop.
6 Phil is able to work **in/under** pressure.
7 Brian is very skilled **with/at** woodwork so he wants to become a carpenter.

Phrasal verbs

9 Fill in with: *across*, *up*, *through*, *out*, *on*, *off*.

1 Steve went .... a very difficult time after he lost his job.
2 Paul tried to put .... the importance of customer care to his employees.
3 When Jim was out of work, he had very little money to live ....
4 He took .... a loan to start his business.
5 We need to mark .... our prices if we want to increase our profit.
6 After a long day at work, I like to go to the gym to work .... stress.

Words often confused

10 Choose the correct word.

1 He **resigned/retired/abandoned** and is living off his pension.
2 All companies must declare their **profits/earnings/benefits** to the tax office.
3 Please tell the **consumer/customer/buyer** we've fixed the problem and his car is ready for him.
4 The lawyer has a meeting with one of his **shoppers/customers/clients** this morning.
5 As the chief **supervisor/executive/administrator**, he is the most powerful person in the company.
6 He needs to give four weeks' **notice/note/warning** before leaving his job.
7 Lucy **directs/runs/controls** her small company successfully.

11 What would you like to do for a living? Why? Which 3 factors from the ones in Ex. 6 would you consider to be the most important ones when deciding on a job?

See Vocabulary Bank on p. 170

4

The Best Job in the World

Imagine being offered £70,000 to spend six months in a luxurious $2m villa on a beautiful tropical island in the Pacific Ocean. It sounds the stuff of fantasy, but believe it or not, this was a real job offered to a lucky young man from Britain, named Ben Southall. Ben was one of thousands of hopeful individuals who applied for the fantasy job, which was created by Tourism Queensland in an attempt to **boost** tourist numbers in their state.

Tourism Queensland placed an advertisement on their website for what they called 'the best job in the world': a **caretaker** for the beautiful islands of the Great Barrier Reef, off the north-east coast of Australia. The caretaker's duties were listed as exploring the Great Barrier Reef area, making friends with the locals, enjoying the lifestyle and climate of Queensland, and reporting to the rest of the world about life in the region. As if that wasn't enough, the **perks** of the job included five-star accommodation and access to a swimming pool. 0 *E* **Would-be** caretakers were simply asked to **forward** their CVs and a 60-second video **showcasing** their skills and talents.

The international media quickly got wind of the incredible job, and details of it appeared in newspapers around the world. People rushed to log on to Tourism Queensland's website. 1 In fact, the volume of traffic was so great, the website **crashed!** 2 Their goal had been to generate publicity for Queensland, but the amount they got was beyond their wildest dreams. They spent $1.7 million advertising the job but, by the time the job was **filled**, had **gained** more than $100 million **worth** of free publicity!

From 34,000 applications, a **shortlist** of fifty candidates was **drawn up**. These fifty were narrowed down to fifteen. Finally, after much discussion, Ben was singled out as the best person for the job.

So, how did Ben **find** life as a caretaker? 3 Ben had hardly any time to relax on the beach, go snorkelling, or lie beside his swimming pool. In addition to his everyday tasks, Ben had to follow a **gruelling** schedule of press conferences, public talks, promotional events and meetings. He ended up working long hours, seven days a week, in order to get everything done. Ben travelled around Queensland meeting local politicians and giving lectures. 4 And he kept a running web **commentary** about what he was up to. "It was a job that needed 18 to 19 hours' work every day", says Ben.

Yet despite this, Ben loved the work and really enjoyed his six months. 5 Ben's employers at Tourism Queensland were so satisfied with his performance that they offered him a six-figure contract to become a PR person and promote Queensland worldwide. 6 He hopes it will become a best-seller!

Reading Missing sentences

1 If you could have any job in the world, what would it be and why?

2 a) Look at the picture. What do you think this man's job is? Read through to find out.

b) Read the text again and for each gap choose from the sentences A-I the one which best fits each gap 1-6. There are two extra sentences.

A Well, it turns out the job was far from plain sailing.
B He gave hundreds of media interviews.
C His employer didn't see it the same way, though.
D Ben is now writing a book about his amazing experience.
E No experience was necessary.
F And he wasn't the only one who was happy.
G Within three days, more than a million people had viewed the ad.
H The job turned out to be even easier than he thought.
I The people at Tourism Queensland were stunned.

3 Read again and answer the questions.

1 What were the caretaker's responsibilities?
2 What role did the media play in making the competition a success?
3 What may have been Ben's main complaint about the job?
4 What is the writer's purpose?

4 Fill in: *apply, place, forward, advertise, give.*

1 .... interviews
2 .... an advertisement
3 .... for a job
4 .... a job
5 .... a CV

5 Match the words to form collocations.

1	☐	long	a	conference
2	☐	gruelling	b	tasks
3	☐	press	c	event
4	☐	generate	d	schedule
5	☐	everyday	e	hours
6	☐	promotional	f	publicity

6 Find the underlined words in the text that mean:

1 unbelievable
2 hurried
3 found out about
4 amount
5 chosen
6 area
7 reduced
8 doing

7 Choose the correct preposition.

1 Ben decided to apply **to/for** the fantasy job.
2 Ben's job turned **in/out** to be very hard work.
3 He ended **up/off** working extremely long hours.
4 Ben's employers were very satisfied **with/by** his work.

8 **Think!** How do you think Ben's personality has contributed to the success of the project? In three minutes write a few sentences. Tell the class.

Listening Multiple choice

9 Do the listening task. Justify your answers.

You will hear an interview with someone about their job. For questions 1-4, choose the correct option A, B, or C.

0 Emma became a ballerina because she
A wanted to impress her mother.
B wanted to copy her sister.
[✓ C] had the right personality.

1 Emma turned professional at
A 16. B 17. C 18.

2 According to Emma, the first year as a professional is hard because
A you don't get to dance much.
B there is so much to learn.
C your job isn't secure.

3 When asked about her schedule, Emma says she rehearses
A in the mornings.
B only on the days she performs.
C never for less than an hour.

4 Emma's retirement plans have to do with the fact that
A fewer people are going to the ballet.
B ballet needs young people to publicise it.
C ballet audiences are mostly women.

Speaking Dialogue

10 Read the rubric and do the task.

You and your friend would like to find a summer job together. You have different ideas about what type of job would be best. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English

Relative clauses/ Clauses of reason/result

- That's the place where I worked last year.
  That's the place **in which** I worked last year.
- This is Mr Brown; his daughter is an actress.
  This is Mr Brown, **whose** daughter is an actress.
- Monday is the day when he holds meetings.
  Monday is the day **on which** he holds meetings.
- The manager interviewed some people, but none of them were suitable for the job.
  The manager interviewed some people, none of **whom** were suitable for the job.
- No one knows the reason for her resignation.
  No one knows (the reason) **why** she resigned.
- It was such a hard job that he decided to quit.
  The job was **so** hard that he decided to quit.
- She fell behind so needed to do overtime.
  She fell behind and **as a result/consequently/therefore** needed to do overtime.
- The deadline was too tight for her to meet.
  It was **such** a tight deadline **that** she couldn't meet it.

1 Complete the sentences using the word in bold. Use two to five words.

1 That's the building where my father works.
WHICH That's .... my father works.

2 She invited five workmates to the dinner, but none of them were able to come.
WHOM She invited five workmates to the dinner, ... to come.

3 It was such a beautiful day that he spent it outdoors.
SO The day .... he spent it outdoors.

4 Linda broke her leg so she can't come to work.
RESULT Linda broke her leg and .... she can't come to work.

5 17th May is the day when I started work.
ON 17th May.. .... I started work.

6 Nobody knows the reason for her sadness.
WHY Nobody knows .... sad.

7 The suit was too small for him to wear.
SUCH It was .... he couldn't wear it.

8 This is Mrs Adams; her company makes children's toys.
WHOSE This is Mrs Adams, ... children's toys.

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Jack doesn't know what made Lisa leave the company.
WHY Jack has .... the company.

2 They postponed the meeting until 3 o'clock.
PUT The meeting was .... until 3 o'clock.

3 It was silly of him to forget about the meeting.
WHICH He didn't .... was silly of him.

4 The colours of her clothes were so bright that everyone in the office noticed her.
DRESSED She .... bright colours that everyone in the office noticed her.

5 I had a lot of work. I couldn't go to the party.
BUSY As a result of ...., I couldn't go to the party.

6 It was such a long meeting that he began to feel tired.
SO The meeting went .... that he began to feel tired.

7 The company belongs to Mr Johnson. He is a wealthy businessman.
OWNS Mr Johnson, ..., is a wealthy businessman.

8 Gregory has a bad cold, so he can't come to work.
RESULT As .... bad cold, Gregory can't come to work.

9 They cancelled their trip because of the bad weather.
OFF Their trip .... to the bad weather.

10 They fired him because he accessed confidential personnel files.
GO They let .... accessed confidential personnel files.

11 I don't plan to go into work tomorrow.
TAKE I plan .... tomorrow.

12 A lot has changed in the office in the past few years.
MANY There .... in the office in the past few years.

13 It's his duty to deal with customer complaints.
RESPONSIBLE He .... with customer complaints.

14 It rained a lot this year.
DEAL We've had .... this year.

15 You'll have no difficulty getting a job.
EASY You'll .... a job.

• *Word formation*

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

For many people, meetings are part of everyday
working life. However, getting a group of people
together in one room is often **0)** *easier* said than **EASY**
done. That's why Keith Harris created
www.whenisgood.net, a **1)** .... website **USE**
that helps companies schedule meetings. His
website has revealed an interesting statistic.
2) .... , the most suitable time to hold a **APPARENT**
meeting is 3 pm on Tuesday. Harris explains that
the **3)** .... of office workers need time **MAJOR**
on Monday mornings, or any other morning, to
organise their day. Then, they think it's too
4) .... to attend meetings that might go **RISK**
on past five o'clock. And 3 pm is not too late. So
what about Tuesday? Most **5)** .... , **LIKE**
business people have a **6)** .... for **PREFER**
Tuesday meetings because it leaves the end of
the week to finish last-minute jobs before the
weekend. So from now on, if you ever need to
call a business person at 3 pm on a Tuesday,
don't be **7)** .... to hear the voice of their **SURPRISE**
8) .... asking you to call back later. **ASSIST**

• *Lexical multiple choice items*

4 Choose the correct answer A, B, C or D.

1 We need to call our .... and order more stationery.
A supplier B client C agent D buyer

2 Are you really sure you want to hand in your ...... ?
A redundancy C recruitment
B resignation D retirement

3 That company turned a(n) ...... in its first year.
A budget B profit C interest D fund

4 The company has launched a(n) ...... drive for Web programmers.
A employment C recruitment
B induction D appointment

5 Only ...... members of staff can open and lock the building.
A senior C superior
B authoritative D mature

6 Always read the small ...... of a contract before you sign.
A print B words C writing D letters

7 He has a fixed-term contract at the moment, but he's hoping his job will become ....
A ongoing. C official.
B full-time. D permanent.

8 He was offered a(n) ...... in the Public Relations Department.
A employment C position
B occupation D status

9 Workers were forced to accept a wage ....
A loss B drop C cut D fall

10 The Accounts Manager was given the sack for accepting ....
A bonuses B bribes C bills D rewards

• *Multiple choice cloze*

5 Read the text and choose the correct answer.

INEMURI

The Japanese art of sleeping at work

Most experts agree that adults should **0)** *get* at least 8 hours of sleep a night. However, in recent years, the number of hours people sleep has been falling steadily. The consequences of **1)** .... can be seen in workplaces around the world where workers rely on cups of coffee to keep active and alert. But in Japan, where the average adult gets just 7 hours and 5 minutes of sleep a night, workers don't have to struggle **2)** .... the day with heavy eyelids. Instead, they can have a short nap! The practice is called 'inemuri' and is an acceptable part of the Japanese work environment. In fact, instead of being embarrassed **3)** .... falling asleep at work, as most Westerners would be, the Japanese are actually quite proud of it. Inemuri is viewed as a **4)** .... that the worker is exhausted from working very hard and the practice is so respected that **5)** .... Japanese workers pretend to be asleep at their desks! There are some unwritten rules of inemuri, however. Firstly, you must sit upright in your chair while napping so that your workmates can **6)** .... you up easily; you shouldn't nap in front of your boss; and you **7)** .... not nap for more than about 20 minutes a day. All in all, many experts believe the West has **8)** .... to learn from the practice.

0	A to get	B get	C getting	D have got
1	A this	B that	C these	D those
2	A towards	B along	C through	D against
3	A of	B for	C about	D to
4	A warning	B notice	C symbol	D sign
5	A any	B much	C few	D some
6	A call	B wake	C look	D put
7	A have	B must	C need	D mustn't
8	A far	B lot	C many	D much

Writing Essays providing solutions to problems

An essay **providing solutions to problems** is an essay in which you discuss a problem and its cause(s), and then present your proposed solutions and the expected results. It consists of:

- an **introduction** in which you state the problem and its cause(s).
- a **main body** consisting of two or three paragraphs. Each main body paragraph:
  - – states a separate suggestion.
  - – develops/clarifies the suggestion with 1 or 2 supporting sentences.
  - – gives the expected result(s) of the suggestion.
- a **conclusion** in which you summarise your opinion.

Essays providing solutions to problems are analytical pieces of writing and are written in formal style.

Useful Language

Making suggestions

- One/Another way to ... .
- One/Another thing to do ... .
- One/Another way of solving/improving the problem/situation ... .
- A useful/Another solution would be to ... .
- Alternatively, ...
- Measures/Steps should/could be taken to ... .

Presenting results

- In doing so,/By doing so, ...
- This/That way, ...
- Then ... .
- If ..., then ... .
- The result/effect/consequence of this would be ... .
- Consequently, ...
- It would follow that ... .

1 Read the rubric, underline the key words, then answer the questions.

> Your English school magazine has published a letter from a young person asking for suggestions on how to gain work experience. Write an essay (200-250 words) giving your views on the subject.

1 What will your essay be about?
2 Who is going to read your essay?
3 What style should your essay be written in?

2 Read the essay and label the paragraphs (1-5) with the correct headings (A-E).

1 ☐ It's never easy to find your first job, particularly in difficult economic times. The problem for young applicants is that you usually need work experience to be successful in the job market – but how do you get work experience if companies prefer to employ people who have an employment history?

2 ☐ First of all, it's important to remember that all work experience – including unpaid work experience – is valuable. One way to gain work experience, therefore, is to do some kind of voluntary work with a business in the field that interests you, or perhaps a charity organisation. If you're interested in working with animals, for example, you could ask to volunteer at your local veterinary surgery or dog shelter. By doing so, you would greatly improve your chances of finding a job.

3 ☐ Another way to gain experience to add to your CV and something to discuss at job interviews is to help out with a family business. If you have a relative who runs a shop, for example, then why not lend a hand there? Consequently, you will gain a range of useful skills.

4 ☐ Alternatively, you could get more involved in your hobbies and interests. Why not take a more leading role in any sports or social clubs you attend? Then you can say you have experience of organising events and being in a leadership role, for example.

5 ☐ In summary, getting actively involved in any organisation will help you to succeed in today's job market.

A third suggestion & results
B summary of opinion
C statement of problem
D first suggestion & results
E second suggestion & results

3 Read the essay again, and for each main-body paragraph:

1 Underline the sentence that states the main suggestion.
2 Circle the useful language the writer uses to
a) make their suggestions
b) present expected results.

4 Match the suggestions (1-4) to their results (a-d). Then write sentences, as in the example.

Ways to reduce stress at work

Suggestions	Results
1 ☐ take a short break every hour	a avoid forgetting to do something
2 ☐ make a list of tasks for the day	b maintain your energy levels
3 ☐ put plants on your desk	c refresh your mind
4 ☐ eat healthy snacks throughout the day	d make your work environment more pleasant

One way of solving the problem is to take a short break every hour. In doing so, you will refresh your mind.

5 Use the prompts to complete the main body paragraphs, as in the example.

1 (Problem: Trouble with co-worker)
- approach co-worker/directly
- appreciate/not go/boss
- more likely/want to help

One way to solve the problem would be to approach your co-worker directly. They will appreciate the fact that you did not go directly to the boss. The consequence of this will be that they will be more likely to want to help you.

2 (Problem: Meetings going on too long)
- set/maximum time limit/speak for
- force/say/only important things
- meetings/more productive/everyone happier

Steps could be taken to set a maximum time limit that people can speak for. ....

....

....

3 (Problem: Can't find work)
- volunteer/companies
- gain/valuable work experience/improve CV
- increase/chance/employment

One thing to do would be to volunteer your services for free at companies. ....

....

....

- *Your turn*

6 Read the rubric and underline the key words. Then, answer the questions.

> You are studying in England and your university magazine is asking for students to write to it offering solutions for people finding it difficult to combine working and studying. Write an essay (200-250 words) in response.

1 What type of essay will you write?
2 Who will read your essay?
3 What style should you use?
4 How many paragraphs will you write?
5 What should each main body paragraph contain?

7 🎧 Listen to two people discussing ways to combine studying and working successfully. Take notes in the table below.

Suggestions	Supporting points	Expected results

8 Now, use the ideas from Ex. 7 and/or your own ideas to write your essay (200-250 words).

Reading Gapped text

1 Would you like to start your own business? If yes, what kind of business would it be? Why would you choose it? If no, explain why.

2 Imagine someone setting up a business for the first time. What mistakes would they be likely to make? Read through to find out.

3 a) Read the text again and complete the gaps with the words from the box. There are two words which you do not need to use.

- basic • enough • competitive • essential
- only • personal • simply • single

Setting up a business – the mistakes you don't want to make

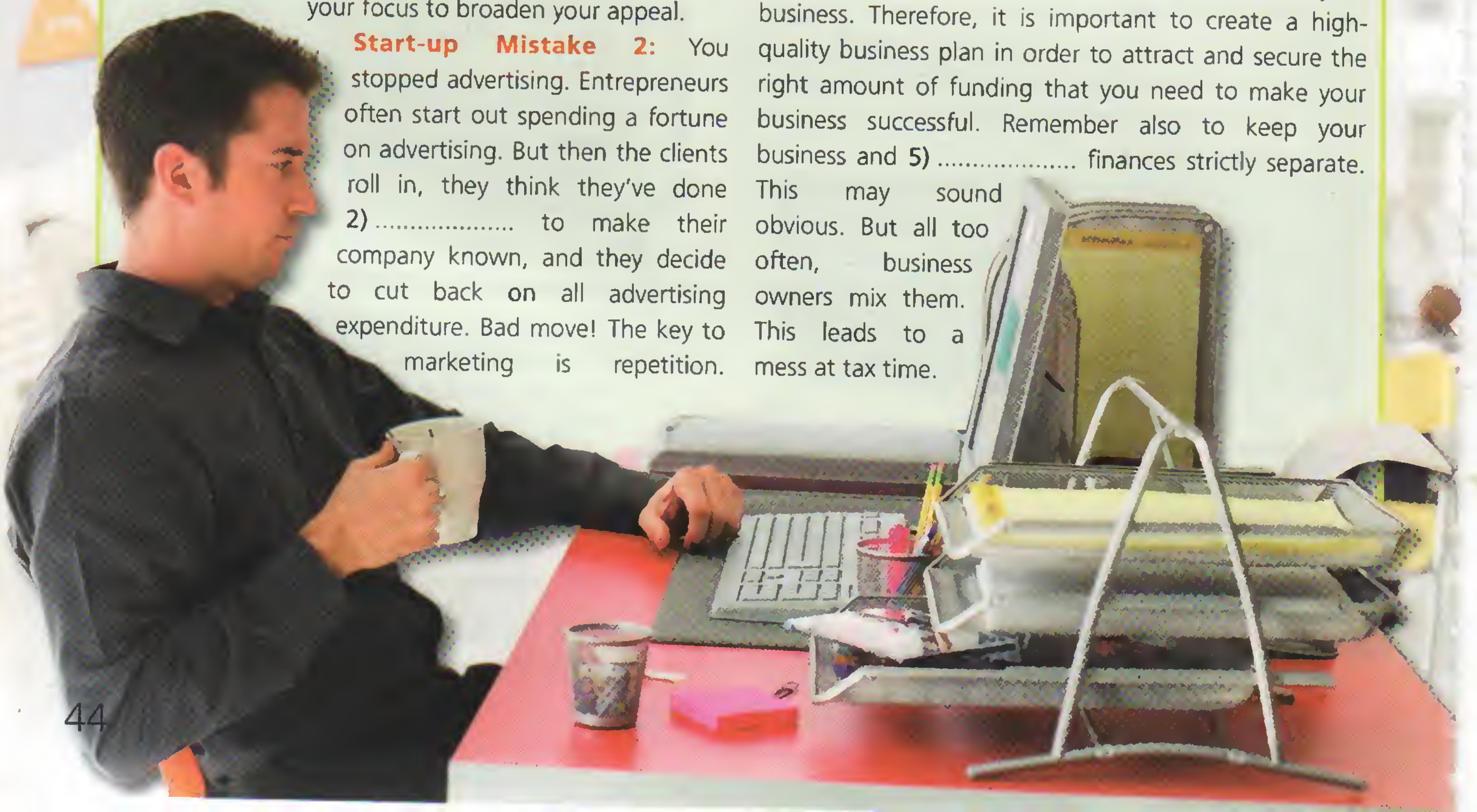
You may have heard it said that experience is the best teacher. But in the 0) *competitive* world of business, you usually don't have the luxury of trial and error. You have to get things right the first time. Here's how to avoid four common mistakes entrepreneurs make when setting up a new business.

Start-up Mistake 1: As the old saying goes, 'Jack of all trades, master of none.' Customers prize specialised expertise. Identify your ideal client and then go out of your way to meet their individual needs. For instance, do not be a 'gardener'. This is too general. There are a million gardeners in the world and the 1) .... ones who meet with success are those who offer something special. What sets you apart from the crowd? Are you a landscape gardener, an expert in organic gardening, or a vegetable gardening specialist? Narrow your focus to broaden your appeal.

Start-up Mistake 2: You stopped advertising. Entrepreneurs often start out spending a fortune on advertising. But then the clients roll in, they think they've done 2) .... to make their company known, and they decide to cut back on all advertising expenditure. Bad move! The key to marketing is repetition. People have to think of your name when they have a problem. If they have only seen your name once, but your competitor has just sent them a third flyer, your competitor will get their business.

Start-up Mistake 3: If you fail to plan, you plan to fail. An idea is not a business plan, or a marketing plan, or even just a goal. It is 3) .... an idea. If you do not have a plan in place and attainable goals, you will never know when you've reached them or if you're on the course to success or failure. Remember, though, that your plan should guide you, but not constrain you. The original plan for your business will NEVER work out. It will change 50 times before you get things right. So don't stay static, be flexible.

Start-up Mistake 4: Lack of capital. Having sufficient capital is 4) .... for the survival of your business. Therefore, it is important to create a high-quality business plan in order to attract and secure the right amount of funding that you need to make your business successful. Remember also to keep your business and 5) .... finances strictly separate. This may sound obvious. But all too often, business owners mix them. This leads to a mess at tax time.



b) Find words in the text to complete the sentences. Write no more than two words.

0 What is the article about?
It is about common mistakes people make when setting up a business.
1 According to the article, what does someone learn from most?
People learn most from ....
2 What do many entrepreneurs do at first?
They often start out spending a ....
on advertising.
3 Once an entrepreneur gets clients, what do they tend to do?
They tend to cut back on ....
4 What does the article say your plan should not do?
Your plan should not .... you .
5 What is essential to the survival of your company?
Having enough .... is essential to your company's survival.

4 Match the words. Write sentences using the phrases.

1 ☐	individual	a	plan
2 ☐	old	b	finances
3 ☐	competitive	c	funding
4 ☐	business	d	saying
5 ☐	personal	e	needs
6 ☐	secure	f	world

5 Fill in: *up*, *out* (x2), *on*.

1 We must cut back .... spending.
2 They started .... spending heavily on office furniture but soon realised it was a mistake.
3 Mr Jones set .... his company back in 1972.
4 He goes .... of his way to provide good service.

6 Complete the sentences using the correct form of the verbs: *secure*, *prize*, *spend*, *mix*, *offer*.

1 In order to stand out, we must .... something different.
2 You must avoid .... your personal and business finances.
3 Fortunately, we have .... all the funding we need from the bank.
4 I know that their customers really .... their expert knowledge.
5 We need .... a lot more on marketing this product.

7 **Think!** What have you learnt from the text? Do you think this information will ever be useful for you? Why/Why not? Tell your partner.

Listening Note taking

8 You will hear a radio interview in which someone talks about their job. Listen and complete the sentences with one word only, as in the example.

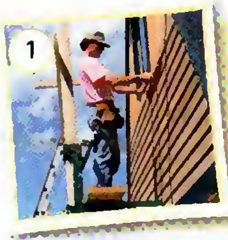
Mathew is a **0)** *dolphin* trainer.
It's not necessary to have a **1)** .... to get the job.
Matthews says his job is more like a **2)** .... than a job.
It takes **3)** .... years to become a trainer.
Matthew describes the younger dolphins as **4)** ....
Matthew says that people haven't yet **5)** .... dolphin language.
Dolphins use vocalisations and their **6)** .... to express themselves.
Dolphins see the trainers whistles to be **7)** ....
Matthew sometimes feels anxious about the dolphins' **8)** ....
Matthew is not convinced dolphins should be in a(n) **9)** ....
In his free time, Matthew goes **10)** ....

Speaking Making decisions

9 Read the rubric and do the speaking task.

Look at pictures 1, 2 and 3. Each of these businesses is offering a week of work experience for students at your school.

- *Decide which work experience placement is most suitable for you and explain your decision.*
- *Explain why you are less interested in the other workplaces.*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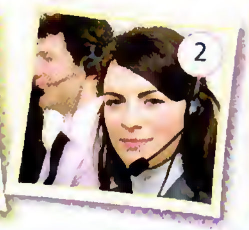
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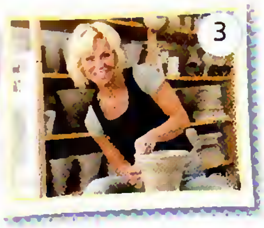
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Quotations

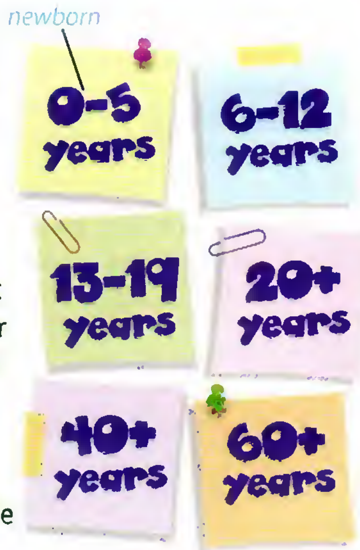
The best way to appreciate your job is to imagine yourself without one.
(Oscar Wilde, 1854-1900, Irish author)

MODULE 5 Family & Social Life

Vocabulary Stages in life

1 Match the words below to the correct age group(s). Some words may fit more than one age group.

- newborn
- grown-up • adult
- adolescent • infant
- pensioner • toddler
- child • middle-aged person • teenager
- elderly • baby
- senior citizen
- youngster • juvenile
- school-age child



Family

2 Write the correct word from the list.

- spouse • sibling • offspring • in-laws
- husband-to-be • stepdaughter • godfather
- ex-wife • half-brother • great-grandfather

1 Thomas got married to Ann three years ago but then he got divorced. Ann is Thomas's ....
2 Mandy fights with her brother Mark all the time. Mark is Mandy's ....
3 Jane's grandfather's father, Harry, was 100 when he died. Harry is Jane's ....
4 When Sheila and Tom baptised their baby, their friend Greg promised to be its moral guide. Greg is the baby's ....
5 Edith and Bob lived with Bob's parents for six months when they first got married. Bob's parents are Edith's ....
6 The Jacksons have got five children. The five children are the Jacksons'..................... .
7 Stella is on cloud nine; she's just got engaged to George. George is Stella's ....
8 When Ellen married Fred, she already had a little girl, Lilly, from her first marriage. Lilly is Fred's ....
9 When Rupert's mother remarried, she had another son called David. David is Rupert's ....
10 Mr Smith filled in his wife Rose's details on his tax form.
Rose is Mr Smith's ....

3 Complete the sentences with the words *foster*, *strict*, *single-parent*, *extended*, *biological*, *adoptive*.

1 Living far from all their relatives, their children were isolated from the .... family.
2 The boy's .... parents decided to adopt him and raise him as their own son.
3 John was brought up in a(n) .... household. His mum raised him all by herself.
4 His uncle and aunt became little Danny's .... parents when he lost his own parents in an accident.
5 Even though he's not his .... father, his stepfather treats him like his own son.
6 Marion had a(n) .... upbringing and wasn't allowed to go to parties or stay out late.

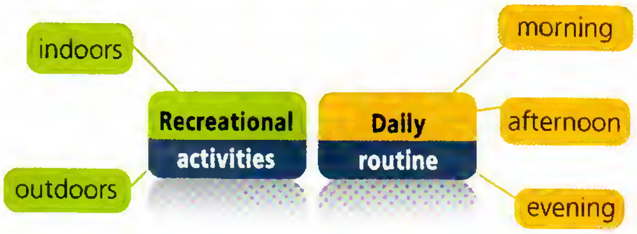
• *Phrasal verbs*

4 Complete the sentences with the words *brought*, *grew*, *asking*, *get*, *look*, *takes*, *gets*, *break*.

1 Jerry was nervous about .... Paula out on a date.
2 The couple realised they had many differences so they decided to .... up.
3 My mum always .... care of everyone in the family.
4 They .... up their children to become decent citizens.
5 Jenny .... along with her in-laws very well.
6 These days, both parents usually work in order to .... by every month.
7 The brothers had a close relationship as teenagers, but they .... apart as they got older.
8 You shouldn't .... down on people just because they don't think the same as you do.

Lifestyle – everyday & leisure activities

5 In 3 minutes, write as many ideas as you can think of under the headings. Use ideas from the spidergrams to talk about your daily routine and free time activities.



6 Fill in with: *stress, sports, develop, varied, passive, rush, choose, activities, weekly, positive, glued, workout.*

BETTER LIVING

Sports and Leisure Centre

Here at Better Living we cater for people with 1) .... interests by offering them a wide range of recreational 2) ....

SPORTS

If you're a 3) .... enthusiast, you can take part in both indoor and outdoor sports, including squash, badminton, cycling and rowing. Or take up adventure sports like kayaking and skydiving for that ultimate adrenalin 4) ....

EVERYDAY & LEISURE ACTIVITIES

For those who prefer more 5) .... recreation, why not join our walking club which organises country walks on a 6) .... basis? Keep fit with a fun 7) .... in our aerobics classes or take up yoga, an effective 8) .... buster if you've been 9) .... to an office computer screen all day!

HOBBIES

10) .... a hobby that you enjoy – it's the first step towards more 11) .... thinking! 12) .... interpersonal skills by playing against a chess opponent, for example, or get creative in our cookery classes.

Better Living is full of surprising choices. Contact us on 010 663399 to learn more!

Weddings

7 Complete the email with the words below.

- best • traditional • bridesmaid • civil • newlyweds
- wedding • groom • memorable • aisle
- honeymoon • reception

Dear Chloe,
Last week, my brother Frank got married to Stacy. It was a beautiful 1) .... ceremony.
All of our family and friends were there to celebrate this 2) .... day. The couple decided to have a 3) .... church wedding rather than a 4) .... wedding. The 5) .... man was my brother, George. The 6) chief .... was Stacy's sister, Victoria. It was very emotional when the father of the bride walked Stacy down the 7) .... towards the 8) .... There was a marvellous 9) .... at a country hotel, with a four-course meal, and dancing afterwards. After the wedding had finished, the 10) .... left for their 11) .... I really wish you could have come. I'll send you photographs when they are developed.
Take care,
Samantha

Conflicts & problems

8 Choose the correct word.

FAMILY CONFLICTS

WHY?

The happiest of families experience conflict at times. This is because

- family members are emotionally 1) **attached/joined** to each other through 2) **wide/long-term** relationships.
- families often 3) **resist/insist** interference or help from outside.
- there is a 4) **lack/shortage** of common sense when dealing with conflict.

WHICH?

Which of these problems sound familiar to you?

Husband and wife

- 5) **financial/economical** difficulties
- domestic 6) **violence/mugging**
- 7) **disappearance/separation** due to job commitments
- 8) **communication/speech** problems
- 9) **waste/neglect** of family members

Children

- rebellious 10) **behaviour/activity**
- social 11) **force/pressure** from peers
- addiction 12) **to/with** substances
- parental 13) **divorce/division**
- fights 14) **through/between** siblings

WHAT?

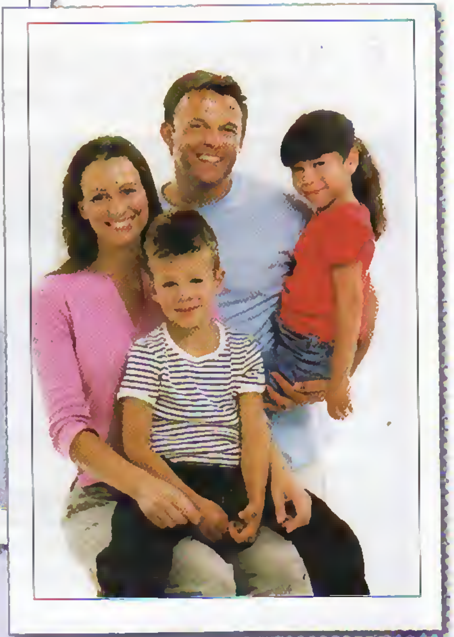
What can you do to 15) **answer/resolve** these conflicts? You don't need to struggle on your own. Marriage 16) **therapy/counselling** services are now widely available to help you 17) **manage/deal** your anger and communicate with your family better. For details of services in your area, see inside this leaflet.

See Vocabulary Bank on p. 172

Reading Multiple choice

1 Who's your favourite realative? Why?

2 Read the title and the first sentence in each paragraph. What is the text about? Read through and check.



Uncle Alex is Going to Stay

It wasn't a call I wanted to make. But I had little choice. I had **hit rock bottom**. I'd lost my job and now I was being thrown out of my flat. I had nowhere to go. So I called my sister, Dara. It was a very **awkward** call. I told her what had happened and I remember **pleading with** her to let me stay, just for a few days, till I could make other arrangements. She was very quiet on the other end of the line. I didn't **blame** her, she had a husband and two kids to put first. I'm sure the last thing she needed was her homeless brother sleeping in her spare room. Eventually, she answered 'Ok... just until you get yourself sorted out.'

That was nearly three years ago and I'm still there. When I offered to leave a few months after arriving they begged me not to go. So I didn't. The truth is that we've become a family unit and it's been good for us all. You don't see many **extended families** these days, it's usually just a husband and wife, and their children. But perhaps more families should try it. It has worked for us. .

The day I moved in everyone was trying to be very cheerful. But I could tell my sister was worried she'd made a mistake. Dara is a woman with a **heart of gold**, but it was quite stressful for the first few days. I suppose that's why it was surprising how quickly I settled in and we all developed a comfortable routine. It helped that I had always got on with Dara's husband, Liam. We **share** the same interests and both like sport and music. And I've always adored Dara's kids too.

I didn't want to be a **burden** on Dara and Liam, so the first thing I did was try to make myself useful. Liam works long hours and he can't be bothered to do a lot of household maintance, while I'm never happier than when I'm putting up shelves or painting a room. Also, before I moved in, it wasn't easy for Dara and Liam to go out. It can be hard to find a good babysitter. When I came along, it meant they had a live in babysitter whenever they needed one. It's also fun for me to have the kids all to myself for an evening while Liam and Dara go to a restaurant or the cinema.

Possibly the best thing about living with my sister and her family is that I can spend so much time with my niece and nephew, Colleen and Sean. My sister needs to be alone with her husband sometimes and I think it's also good for the children to have another **role model** in their lives. And we have so much fun. They've brought the hidden child out in me and I get a kick out of climbing trees again and going on funfair rides. I get to forget I'm 32 for a few hours.

At first, I was worried Liam would be a bit jealous of my relationship with his kids. It must have been hard for him to get used to having another man **permanently** around the house. Now I think he's really glad I'm there. We have a great time watching sport together and even take the kids to local football matches. I'm not just his brother in law, I'm his friend. We used to get on well before I moved in but our friendship has grown deeply since moving in.

Six months after moving in, I managed to find a good job again. My intention was to stay another couple of months to give me time to save up for a **deposit** on a flat and then let Dara and Liam have their family space back. The idea of moving out was one that filled me with sadness, but I felt I'd more or less **outstayed** my welcome after more than six months. I had no right to demand any more of their **hospitality** when I could afford my own flat. So I was shocked that they insisted I stay. I don't think I'm going to stay here forever, but for now, its an arrangement that suits us all and we really are one big happpy family.

3 **Read the text again and for questions 1-8 choose the best option A, B, C or D. Justify your answers.**

1 When Alex called his sister
  A she begged him to move in.
  B he felt very uncomfortable.
  C he was angry at her reaction.
  D she said he could stay only a day or two.

2 Alex thinks that extended families are
  A unusual nowadays.
  B the normal family unit.
  C difficult to organise.
  D a wife, husband and children only.

3 During the first few days of moving in Alex
  A thought everyone was pretending to be happy.
  B found he settled into a routine immediately.
  C and his sister, Dara, weren't very relaxed.
  D realised he had made a mistake.

4 Alex likes to
  A help Liam put up shelves.
  B take Liam and Dara out in the evenings.
  C make life easier for Liam and Dara.
  D find a babysitter when Liam and Dara need one.

5 When Alex is with his niece and nephew he
  A can't remember how old he is.
  B thinks its good for them to get away from their parents.
  C only ever spends an hour or two with them.
  D joins in childrens activities with them.

6 Alex feels that Liam
  A is jealous of how well he gets on with the children.
  B doesn't like having him live there all the time.
  C really appreciates his presence in the house.
  D is the same kind of friend he's always been.

7 The writer uses the phrase 'outstayed my welcome' in line – to mean
  A it was obvious his sister and family no longer wanted him there.
  B he believed his sister's family would want him to move out.
  C that he didn't think he could be hospitable any longer.
  D he wanted to move out as soon as possible.

8 How did the writer's attitude change during the passage?
  A He realised that the living arrangement suited everyone.
  B He started to look forward to having his own space again.
  C He discovered how much he liked his sister's children.
  D He started to enjoy doing things around the house.

4 **Explain the words in bold. Check in your dictionaries.**

5 **Think!** **Imagine you are Liam. Describe Alex's move from your point of view.**

Listening True/False statements

6 **Read the rubric. Do the listening task.**

You will hear someone talking about a birthday party. Mark statements 1-5 *T* (True) or *F* (False).

	True	False
1 The speaker was worried that many people wouldn't turn up to her party.		
2 She was surprised to see people she didn't know at her party.		
3 She has asked the DJ she hired to help her out with another party.		
4 She expected her guests to interact with each other more.		
5 She had not guessed her cousins from Australia would be at her party.		

Speaking Dialogue

7 **You and your brother/sister would like to organise a surprise wedding anniversary party for your parents. You have different ideas about what would be the best thing to do; have a party at home, at a local restaurant, or something else. Discuss your ideas and reach a consensus.**

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English Clauses of Time/ Concession/Manner

- When he got the call, he left the house immediately.
  He left the house **as soon as** he got the call.
- Mary had been married for 3 years when she had her first child.
  Mary had been married for three years **by the time** she had her first child.
- I was leaving the house when Jim turned up.
  Jim turned up **just as** I was leaving the house.
- Granny will turn ninety. We will have a big party.
  We will have a big party **when** Granny turns ninety.
- **Even though/Although** she tried hard, she couldn't change her parents' mind.
  Despite/In spite of her efforts/trying hard, she couldn't change her parents' mind.
- However much you complain, we won't let you stay out late.
  No matter how much you complain, we won't let you stay out late.
- She isn't their mother but she treats them like she is.
  She treats them **as if/though** she was/were their mother.

1 Complete the sentences using the word in bold. Use two to five words.

1 Mary seems to need some help with the children.
THOUGH Mary looks .... some help with the children.

2 However much you ask, we can't go to the zoo this weekend.
MATTER No ...., we can't go to the zoo this weekend.

3 Paul will graduate next year. We will have a party.
WHEN We will have a party .... next year.

4 When he arrived home, he fed his dog.
SOON He fed his dog .... home.

5 We were approaching Jim's house when he called to cancel the party.
JUST Jim called to cancel the party .... his house.

6 Although Ben is an only child, he is not spoilt by his parents.
SPITE In .... an only child, Ben is not spoilt by his parents.

7 Ian had just turned 20 when he took over the business.
TIME Ian was only 20 .... he took over the business.

• Lexicogrammatical word transformations

2 Complete the sentences using the word in bold. Use two to five words.

1 Family tickets for the cinema cost the same as they did last year.
CHANGED Cinema ticket prices for families .... last year.

2 My dad picked me up immediately after school.
AS My dad picked me up .... school had finished.

3 Alan was surprised by his sister's rudeness towards him.
HOW Alan was taken .... his sister was to him.

4 I almost missed my own 16th birthday party.
TIME I was just .... my own 16th birthday party.

5 He has got a good relationship with his brother.
GETS He .... his brother.

6 Fiona's parents were impressed by Harry.
GOOD Harry .... Fiona's parents.

7 The two brothers never agree with each other.
EYE The two brothers don't .... with each other.

8 Your rude behaviour at the party disappointed Mum.
LET Mum .... your rude behaviour at the party.

9 Despite his efforts, he couldn't convince his parents to buy a car.
HARD Even ...., he couldn't convince his parents to buy a car.

10 Although Rose has a good voice, she doesn't like singing at family events.
WELL Even ...., she doesn't like singing at family events.

11 The wedding reception will be held at the Hilton Hotel.
PLACE The wedding reception .... at the Hilton Hotel.

12 I won't talk to Steve until he apologises.
ONLY I will talk to Steve .... apologises.

13 He was reprimanded by his dad for being rude to his sister.
OFF His dad .... for being rude to his sister.

14 They seem to have had another argument.
IF They look .... out again.

15 Although he lives near his family, he rarely sees them.
CLOSE Despite ...., he rarely sees them.

• *Word formation*

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

Around the world, on 14th February, people give cards and gifts to their loved ones on St Valentine's Day. But who 0) *really* **REAL**
was St Valentine? The truth is no one knows for sure, and in all 1) ………… any **PROBABLE**
information we have about him is made up. One of these myths concerns a priest named Valentine. 2) ………… to the story, the **ACCORD**
Roman Emperor Claudius II refused to let members of his army marry because he believed that married soldiers did not make 3) …………… soldiers. However, Valentine **EFFECT**
took pity on these soldiers and performed 4) …………… ceremonies for them in **MARRY**
secret. Valentine was soon arrested and thrown in jail to be executed. But while in prison he made friends with the jailer's daughter. And on the 13th February, the day before his 5) ……………, he wrote history's **EXECUTE**
first 'valentine' card to her to say goodbye. Most 6) …………… claim that the story has **HISTORY**
7) …………… no historic accuracy, but, in **ABSOLUTE**
8) ……………, does it really matter? **TRUE**
Valentine's Day, is surely the most romantic holiday that we all enjoy year after year.

• *Lexical multiple choice items*

4 Choose the correct word.

1 She ….. as if she were the boss.
A functions B performs C works D acts

2 My grandmother has ….. teeth.
A counterfeit B artificial C false D fake

3 He continued the family ….. by becoming a lawyer.
A tradition B venture C culture D effort

4 I don't believe what he said. He has ….. the whole story.
A discovered B invented C made D thought

5 Children, ….. yourselves, or you'll be punished.
A behave B do C act D keep

6 She gave up amateur photography and turned … .
A professional B qualified C expert D skilled

7 Norman and Valerie are a(n)….. example of a devoted couple.
A outstanding B principal C leading D major

8 He didn't ….. to hurt your feelings.
A propose B target C arrange D intend

9 She's so incapable she can't perform even ….. tasks.
A habitual B typical C routine D usual

10 This voice sounds ….. to me.
A common B familiar C known D close

• *Text Completion – Grammar*

5 Read the text and complete the gaps by putting the verbs in brackets in the appropriate form.

What's in a name?

In the past, 0) *deciding* **(decide)** on a name for a baby was not a complicated matter. In cultures around the world, a baby's name was usually chosen based on the name of a relative or a religious figure. Nowadays, however, particularly in Western Europe and North America, parents 1) …………………… **(ignore)** tradition and choosing from a much wider range of names. Laura Watternberg, the author of a baby-naming book, says that society is "in the middle of a naming revolution", with baby names becoming more and more varied every year. In the USA in the 1950s, for example, the top 25 most popular boys' names 2) …………………… **(make up)** half of all the baby boys born that year. On the other hand, it 3) …………………… **(take)** 134 names to cover half of the boys born in 2010. But why are parents choosing so many more names for their babies? Some sociologists think that it 4) …………………… **(relate)** to the 'Information Age' and the fact that nowadays parents 5) …………………… **(have)** more names to choose from. On the TV or the Internet, for example, we come across a far wider variety of names in our daily lives than in previous years. Perhaps the biggest reason, however, is that parents want their babies to have unique names. Some parents 6) …………………… **(search)** for names that only a few people in the world share and in a way it 7) …………………… **(become)** embarrassing for a child to share a name with a classmate or neighbour. All in all, this means that far fewer Johns and Marys 8) …………………… **(raise)**, and that school teachers around the world 9) …………………… **(have to)** get used to the weird and wonderful names of their students.

Writing A first-person narrative

A **narrative in the first person** (I/we) is a text that relates a series of events, real or imaginary. A first-person narrative should have:

- an **introduction** in which we set the scene (e.g. who was involved, time and place etc) in an interesting way to make the reader want to continue reading.
- a **main body** consisting of at least two paragraphs, in which we present the events in the order they happened, leading up to the climax event (the most important event).
- a **conclusion** which reveals what happened at the end of the series of events, as well as people's feelings, final comments or reactions. A surprising ending can make a long-lasting impression on the reader.

As well as in private correspondence such as emails and letters, first-person narratives can be found in Internet blogs, magazines and newspapers. If our narrative is for publication, an interesting title can help to attract the reader's attention.

- We normally use **past tenses** in first-person narratives, as well as a variety of **adjectives** and **adverbs** to make our story as interesting to read as possible. Direct speech can be used, but we shouldn't overdo it.
- Before we start writing our story, we should decide on the plot line, i.e. the main events that make up the story. We should make sure we write these events in the order that they happened. We can use linking words and phrases such as *as soon as, while, before, first, next, then,* to present the events.

1 Read the rubric and answer the questions.

> A British magazine is inviting readers to send in stories about friends they have made in unusual circumstances. Write a story (200-250 words) to submit to the magazine.

1 Who is going to read our story?
2 Whose point of view should we tell the story from?
3 How many paragraphs should we write?

2 Read the model narrative and answer the questions.

A friend in need

When my uncle invited me to visit him in Kenya last summer, I couldn't contain my excitement. Knowing I loved elephants, he had promised to take me on an elephant safari. It proved to be the highlight of my stay – in more ways than one!

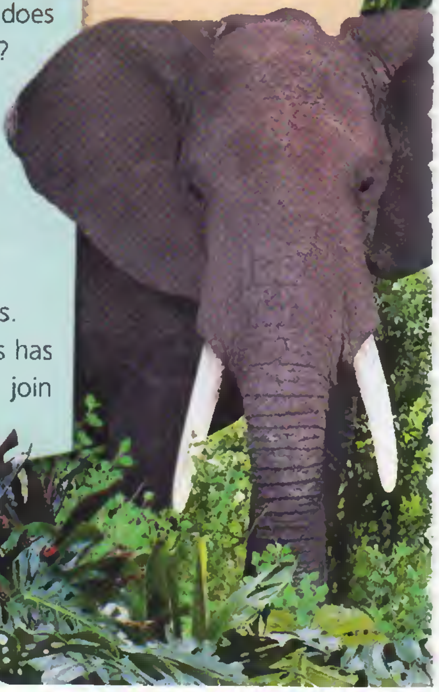
I'd been in Kenya for three days when my uncle announced that the day of our adventure had arrived. We set off in my uncle's jeep early that morning. A couple of hours later, we entered the huge game reserve.

Suddenly, I saw some elephants. "Look! A herd!" I shouted excitedly. "Keep your voice down, Joe, or you'll scare them away," whispered my uncle. We drove onto a muddy track to get a better view of the herd. At first, our jeep moved forward easily. Then, the mud got deeper and the next thing we knew, we were stuck!

Just as we were wondering what to do, a small truck appeared and a game warden got out. "Don't worry!" he said calmly "I've got a rope!" Seconds later, with the rope attached to our jeep, the warden's assistant started the truck. Wheels spinning, our jeep shot forward out of the mud. To my horror, the warden was sprayed with mud from head to toe in the process!

The warden, whose name was James, came home with us to clean up and get some fresh clothes. Today, James and I are great friends and we often laugh about the messy way we met!

1 What time of year does the story take place?
2 Who are the main characters?
3 What tenses does the writer use?
4 Has the writer used direct speech in his story? Give examples.
5 Which linking words has the writer used to join the events?



3 Read the story again and number the events in the order they happened.

A ☐ He saw a herd of elephants.
B ☐ A game warden arrived on the scene.
C ☐ He is now friends with James.
D ☐ The jeep was pulled out of the road.
E 1 He went to Kenya to visit his uncle.
F ☐ They arrived at the game reserve.
G ☐ The warden got some fresh clothes.
H ☐ The jeep got stuck in the mud.
I ☐ The warden fastened a rope to the jeep.
J ☐ The warden was splashed with mud.

4 Which adjectives did the writer use to describe: *the game reserve*, *the track*, *the truck*, *the clothes*, *their friendship*.

5 Write the adverbs the writer uses in his story to describe the following verbs: *early*, *easily*, *calmly*, *excitedly*.

1 set off ....
2 shouted ....
3 moved forward ....
4 said ....

6 Complete the gaps with the linking words and phrases from the list.

when | then | as soon as | suddenly | after a while

I was having skiing lessons in a Swiss holiday resort. Now it was time for me to do it alone. **1)** .... I arrived at the ski slope, I put on my skis and set off. I was gliding smoothly down the slope when, **2)** ...., I saw a huge tree in my path and swerved to avoid it. I flew through the air and landed at the bottom of the slope. **3)** .... everything went black. **4)** .... I woke up I was in hospital! I had broken my leg and would be there for several days. **5)** ...., another patient was brought in. I couldn't believe my eyes! It was my old school friend, Jean. She had had the same accident while skiing at the same resort!

7 Read the extract and underline the correct tense.

At first, I **1) wasn't/wasn't being** concerned when Gran **2) answered/hadn't answered** the phone. I **3) was thinking/thought** she was in her garden and couldn't hear it ringing. But I **4) was panicking/panicked** when my sister came home and said she **5) tried/had tried** to get through to Gran several times that day. We immediately **6) were deciding/decided** to check up on her in person and **7) drove/were driving** over to her place. When we found Gran, she was **lying/lay** on the floor, unable to get up. She told us that she **9) had fallen/was falling** down earlier in the day and **10) had been/wasn't** unable to get up again. When Mum and Dad **11) heard/had heard** about it, they insisted that Gran come and live with us. Dad told her that she couldn't be by herself anymore because it **12) was/had been** too dangerous.

8 a) Read the rubric and underline the key words. Then, brainstorm to answer the questions.

Your English teacher has asked you to write a story about an unforgettable family celebration you were present at. Write your story (200-250 words).

1 What occasion could your family have been celebrating?
2 What could have made this family celebration so unforgettable?
3 What type of narrative will you write: first person? third person?

b) Use phrases from the Useful Language box to write your story.

Useful Language

Writing stories

Setting the scene

- It was a ...day/evening last ... summer/weekend etc. I was ... .

Events

- As I/we were... . Suddenly, I/we saw/heard ... . Then, ...

Feelings

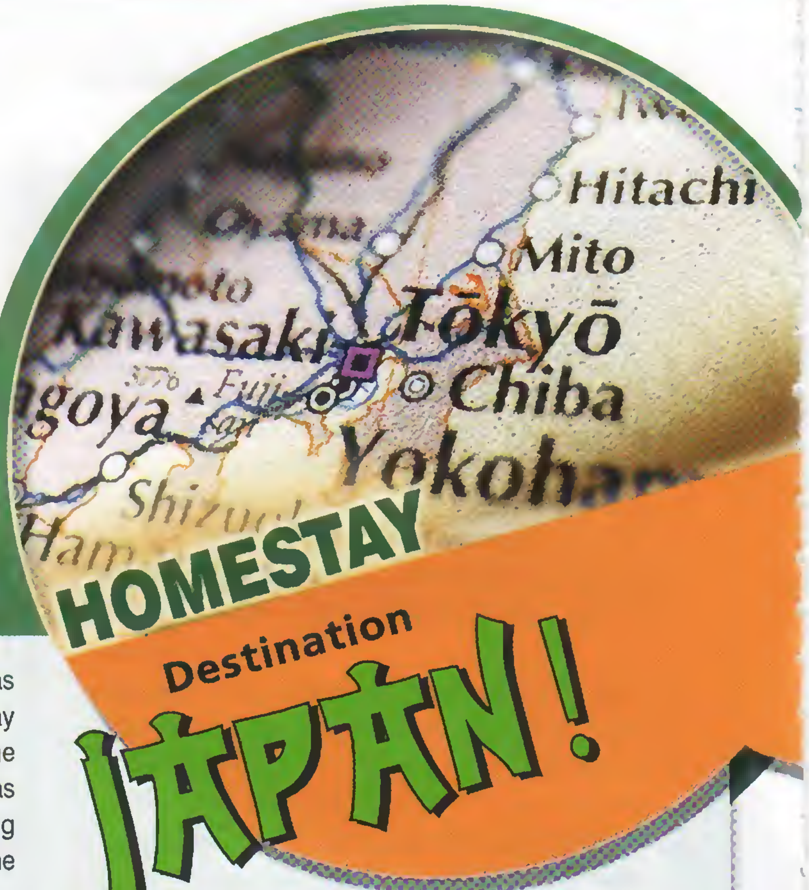
- I felt happy/excited because ... . I couldn't believe my eyes when ... . To my horror/amazement/surprise, etc, ...

Reading Gapped text

1 Have you ever been on an overseas exchange? Do you think it is a valuable experience? Why? Tell the class.

2 Read the text and complete the gaps with the words from the box. There are two words which you do not need to use.

- appeal • appreciate • insists • culture
- common • privacy • purpose • reason



HOMESTAY

Destination JAPAN!

Usually, when you study abroad through your university as an undergrad, you get asked the big question: homestay or dorm? Loads of the people in my Japanese language class um-ed and ah-ed* over the choice. But for me it was a complete non-question. There was no way I was going to go to Japan and not totally **immerse myself** in the culture.

I've been living with my host family for about three months now and already I've learnt so much about Japanese **0)** *culture* and everyday life. I've familiarised myself with basic Japanese customs. I take off my shoes whenever I enter a home, use special slippers whenever I enter the bathroom, and exclaim *'itadakimasu'* before a meal and *'gochisosama deshita'* ('thank you for the meal') after a meal.

Before coming to Japan, I'd heard worrying stories about how it's **1)** .... for host families to impose **curfews** on their international guest; (it's actually just a family's way of showing they care about your safety). Luckily, though, my family is totally relaxed **on that front**. They've given me my own key so I can come and go as I please. I really couldn't have asked for a better host family. They **treat** me like a son and my **2)** .... is totally respected.

I think students who live in international dorms don't realise what they're **missing out on** by choosing not to experience Japanese life first-hand. After all, it's all the little things that make an experience richer. For instance, I've become **addicted to** my 'Japanese-style' bath every night. In Japan everyone in a family has a bath at night – and the whole family shares the same bathwater! That's because the point of a bath isn't to get clean. The Japanese shower and wash before they get into a bath. The **3)** .... of a bath is to relax and **unwind** after the day's activities.

And then there's the food I get to eat every day. My classmates regularly **scoff down** burgers. I, on the other hand, get to eat home-cooked, traditional Japanese food. My host mother always very sweetly **4)** .... on giving me 'American-size' servings – that is, servings bigger than everyone else's, – despite my explaining that 'Japanese-size' **portions** are quite OK! It's things like this **hospitality** and warmth that make every day here so amazing.

Choosing to live with a host family wasn't hard. And it was the single best decision I made in coming to Japan. Home stay and life away from native English speakers is the only way to **5)** .... what Japanese life is really like!

** to 'um and ah' = to be unable to decide what to do in a situation*

3 Compare your answers with your partner's.

4 Match the words in bold to their synonyms.

- chill out
- get involved
- fail to take advantage of
- timekeeping rules
- extremely fond of
- welcoming treatment of guests
- behave towards
- servings
- eat greedily
- as far as that is concerned

5 Choose the correct word.

1 He **familiarised/trained** himself with the local **customs/habits** before he travelled to the foreign country.
2 We met people from different **civilisations/cultures** during our travels.
3 In Japan it's **common/ordinary** to eat rice.
4 While living in Japan, we came to **estimate/appreciate** how important it is to be polite.
5 Peter is a **native/local** speaker of the English language.

6 **Think!** The writer believes that staying with a host family is a unique experience. What makes him say so? In three minutes write a few sentences based on the text. Tell the class.

7 Would you like to study abroad? If so, would you prefer to stay with a host family or in a student dormitory? Why? Tell your partner.

Listening Multiple choice

8 🎧 You will hear people speaking in four different situations. Choose the best answer A, B, or C.

1 You hear a girl leaving a message on an answering machine. Who is the message for?
A a family member B a neighbour
C a friend

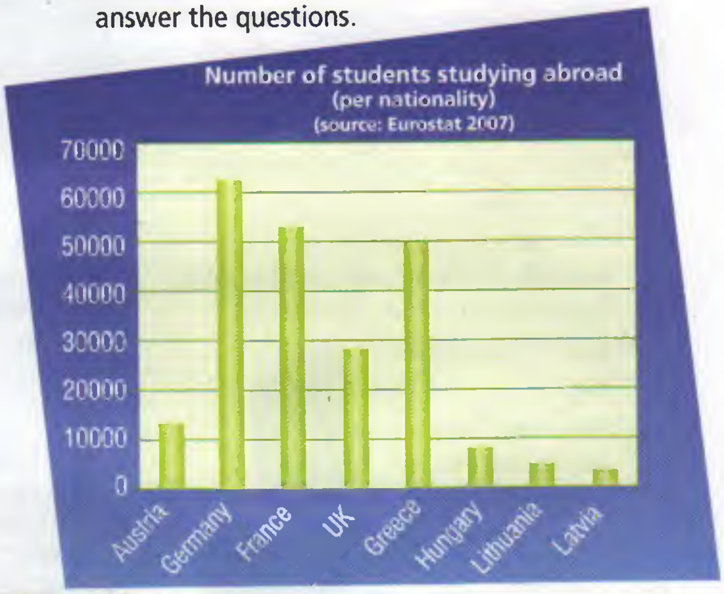
2 You overhear two people talking about their friend, Angela. What's happened?
A She has fallen ill.
B She is having a baby.
C She had an accident while on holidays.

3 Two sisters are talking about buying their mother a present. What do they decide to buy?
A a necklace B a wristwatch
C theatre tickets

4 A couple are talking about where to take their child for the day. Where do they decide to go?
A beach B park C zoo

Speaking Monologue

9 Look at the graph. Interpret the data and answer the questions.


Number of students studying abroad
(per nationality)
(source: Eurostat 2007)

1 How does Lithuania compare to other E.U countries with regard to student mobility?
2 What are the advantages and disadvantages of studying abroad?
3 Would you like to study abroad? Why (not)? Give reasons.

Culture II

1 Look at the pictures. What impression of Australia do they give you? Why is Australia called the Land down under? Read through to find out.

2 Read the text and for each gap (1-5) choose the correct sentence (A-F). There is one extra sentence.

A Nuggets of the precious metal washed down rivers for anyone to pick up.
B And, of course, Aussie is the colloquial term for an Australian.
C Australia is also known for its beautiful beaches and is a paradise for surfers.
D They were mostly semi-nomads who hunted and gathered food.
E The last census, or population count, was held in August, 2011.
F In fact, the British presence in Australia had a devastating effect on the indigenous people.

3 Read the text again and answer the questions.

1 When did Europeans first reach Australia?
2 Where did the British set up their first colony?
3 What/Who was responsible for killing most natives?
4 Why did so many people come to Australia in the second half of the 19th century?
5 What happened in 1907?
6 How many beaches are there in Australia?

Country Fact File

Name: Commonwealth of Australia
Location: between the Indian Ocean and the Pacific Ocean
Size: 7,741,220 sq km
Population: 21,515,754
Capital: Canberra

Australia

The Land down under

European invasion

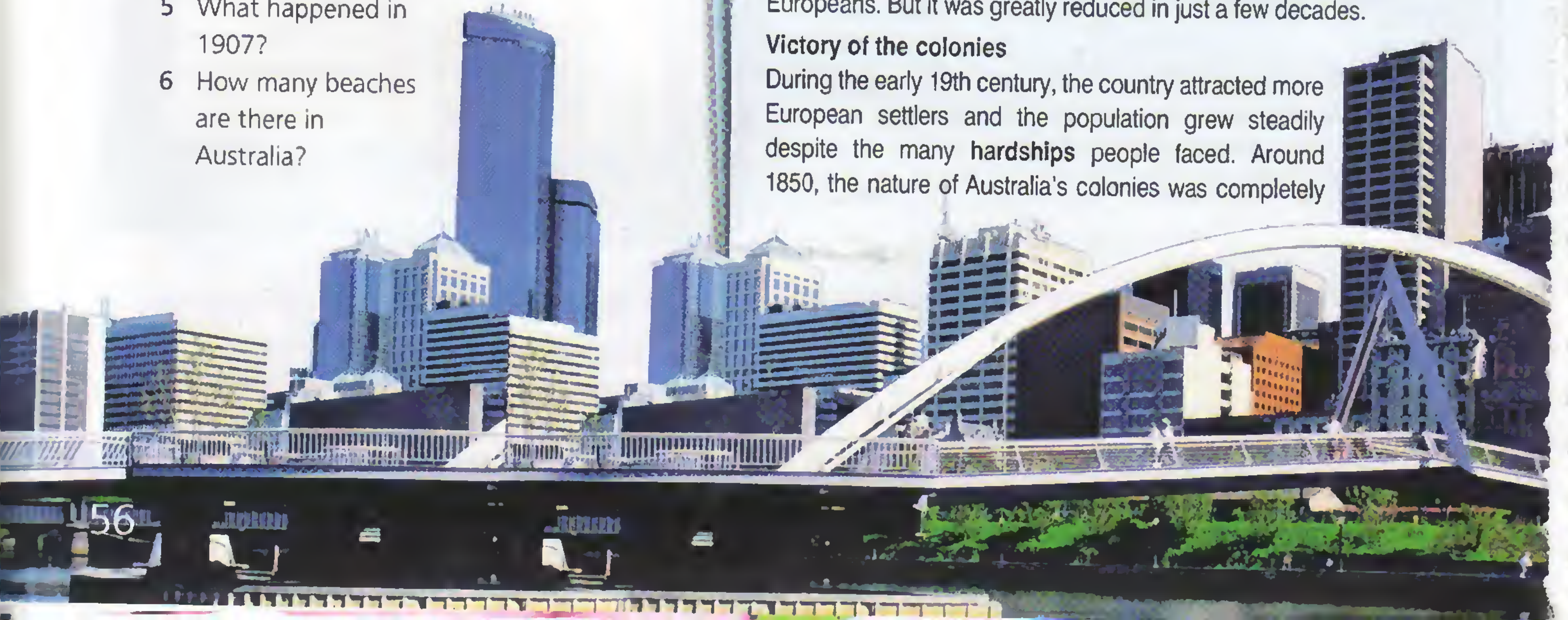
Over 40,000 years ago Australia and its islands were **inhabited** by at least 250 linguistic groups of **indigenous** Australians. 1 After Dutch explorers discovered Australia in 1606, several European privateers and explorers visited the continent. However, no attempt was made to settle there until Captain James Cook claimed it for the British in 1770. Later that decade, the first official British colony, made up mostly of prisoners from Britain, was set up at Fort Jackson, which is now known as Sydney Harbour. Over the following decades, waves of settlers came to Australia in search of a new life. The British also shipped large numbers of **convicts** to colonies throughout the country.

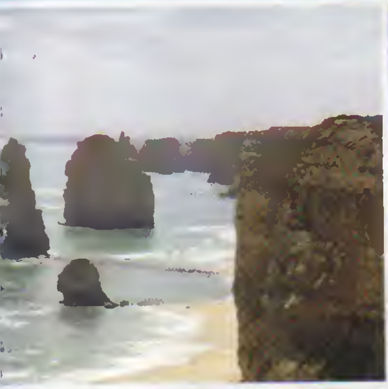
Story of survival

At first, relations between the newcomers and the indigenous people were friendly. But they quickly **deteriorated** when the indigenous people realised that the resources they needed to survive were gradually being taken away from them. 2 The British brought infections diseases such as measles, tuberculosis and smallpox with them, which **wiped out** a majority of the natives. Moreover, the battles for land and other resources led to mutual distrust, and were responsible for the deaths of many people. It is estimated that the indigenous population was at least 750,000 at the time of the arrival of Europeans. But it was greatly reduced in just a few decades.

Victory of the colonies

During the early 19th century, the country attracted more European settlers and the population grew steadily despite the many **hardships** people faced. Around 1850, the nature of Australia's colonies was completely





transformed by the discovery of gold at several sites around the country. 3 ☐ Shiploads of new immigrants, including thousands from China, arrived in the hope of getting rich quickly, and the population in many areas tripled. The search for gold, however, brought many colonies into conflict with the British rulers, and rebellions broke out at mining towns across the country. Between 1855 and 1890, the six colonies of Australia gained the right to have their own government, and finally, in 1907, the Commonwealth of Australia was created.

Still with the queen

Today, Australia is independent of the UK but is still a member of the Commonwealth and has Queen Elizabeth II as its head of state. About 92% of the population is of European origin, and about 7% is Asian. The remaining 1% are indigenous Australians. About 78% of Australians speak only English in the home. The next most common languages are Arabic, Hindi, Greek, Italian, Vietnamese and Cantonese. About 12% of the indigenous population speak indigenous languages at home. Australian English is based on British English but it is heavily **influenced** by American and Irish English and has a variety of slang words. For example, 'bonzer' means great, 'creek' is a small stream and 'bush' refers to wild parts of the countryside. 4 ☐ Australians also have a very distinctive accent.

Land of Oz

Australia, which lies down under the equator, is a huge country with a number of **breathtaking** geographical features including the prehistoric gorges of Kakadu National Park and the Great Barrier Reef. It is home to some of the most amazing creatures on the planet, many of which are deadly. The kangaroo, the dingo and the koala are some of the most well-known mammals to inhabit Australia but the country has a variety of other animals including crocodiles, **venomous** snakes, and of course the Great White Shark. 5 ☐ In fact, it has more than any other country in the world, with over 11,000 of them. The country has also produced a number of famous actors and music bands including Hugh Jackman, Nicole Kidman, and ACDC. Australia is known throughout the world for the wonderful sound of the indigenous instrument, the didgeridoo. With all that Australia has to offer, there is no doubt that it is an amazing country.

Did you KNOW?

- Australia does not have an official national dish but meat pie is a favourite among a majority of Australians.
- Australia Day, celebrated annually on 26 January, marks the arrival of the First Fleet of 11 British Navy ships in Sydney Cove in 1788.

4 Fill in: *distrust, newcomers, privateers, rebellions, shiploads.*

1 In the 19th century, there were several .... against English rule.
2 After 1850, ... of immigrants arrived in search of gold.
3 The .... found it hard to survive for the first few years.
4 There was a lot of .... between the natives and the Europeans.
5 In the past, governments gave .... the right to capture merchant ships.

5 Find phrasal verbs in the text which mean:

1 created/founded
2 destroyed
3 gather/collect
4 happened suddenly

6 Match the words to form collocations. Then, use the phrases to talk about Australia.

1 ☐	infectious	a distrust
2 ☐	geographical	b groups
3 ☐	distinctive	c features
4 ☐	indigenous	d diseases
5 ☐	mutual	e instrument
6 ☐	linguistic	f accent

7 Match the words in bold to their meanings: *native, got worse, difficulties, prisoners, impressive, eradicated, affected, poisonous, lived in.*

8 **Think!** Say five things you have learnt from the text. Compare your country to Australia. In three minutes, write a few sentences. Tell the class.

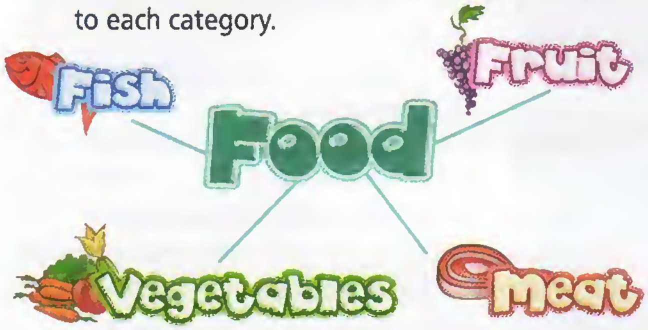
Quotations

Perhaps it is good to have a beautiful mind, but an even greater gift is to discover a beautiful heart.
Russell Crowe, Australian actor

MODULE 6 Food

Vocabulary Food products

1 Match the foods to the categories in the spidergram: *beef, cherry, haddock, salmon, fig, turnip, veal, broccoli, ham, blueberry, tuna, lamb, cucumber, cod, celery, lime*. Add two more words to each category.



2 Circle the odd word out:

1 lean – scrambled – red – luncheon **meat**
2 artificial – strong – steamed – mild **flavour**
3 still – sparkling – mineral – pasteurised **water**
4 roasted – iodised – rock – table **salt**
5 grain-fed – sugar-coated – breakfast – fortified **cereal**
6 granulated – energy – brown – icing **sugar**
7 wholegrain – wholemeal – rye – loose **bread**

• *Collocations*

3 Fill in: *sun-dried, mashed, roast, cottage, dark, toasted*.

1 There's some sliced cheese and ham in the fridge if you want to make a .... sandwich.
2 You'll need some butter and milk to make the .... potatoes.
3 .... chocolate is healthier than milk chocolate.
4 I love .... beef sandwiches.
5 Don't forget to buy some olives and a jar of .... tomatoes from the supermarket.
6 Emma loves snacking on .... cheese and crackers.

4 Fill in: *square, poor, leafy, functions, unhealthy, cancer, digestive, food, bacterial, energy-giving*.

1 .... substances
2 vital ....
3 .... meal
4 .... system
5 .... lifestyle
6 .... memory
7 .... poisoning
8 .... vegetables
9 .... infection
10 .... prevention

Cooking methods

5 Use the verbs in box A to list the ways you can cook the foods in box B.

A
- roast • grill
- bake • boil • fry
- scramble • smoke

B
- potatoes • chicken
- trout • rice • steak
- eggs • beef
- beans • vegetables

Potatoes can be roasted, baked, boiled or fried.

What is your favourite way to eat the foods in box B?

Preparing dishes

6 a) Fill in: *cool, preheat, add, bake, weigh, sprinkle, pour, mix*.

Chocolate cake recipe

Ingredients:

300g flour	3 tsp baking powder
300g sugar	2 eggs
3 tbsp cocoa powder	½ cup water
	½ cup vegetable oil

g = gram tbsp = tablespoon tsp = teaspoon

Baking instructions:

First, 1) .... the oven to 180°C, grease and flour a cake tin, and 2) .... the amount of flour and sugar you need on a set of scales. Then, get a bowl and 3) .... the eggs, sugar, oil and water together with a wooden spoon. After a few minutes, 4) .... the dry ingredients. Continue to stir the mixture. When the mixture is smooth, 5) .... it into the cake tin. Let the cake 6) .... in the oven for 40 minutes, then take it out and allow it to 7) .... To decorate, 8) .... icing sugar on top.

b) What's your favourite sweet? Write the recipe for it.

Eating out

7 Match the notices to the eateries where you would most likely see them: *hotel dining room, canteen, exclusive restaurant, fast food restaurant, café*.

A Gentlemen must wear a suit and tie
....

B Self-service
....

C Free coffee refills
....

D Entry for guests only
....

E Free Toy with kiddies' meal!
....

8 Fill in: *relaxing, skilled, tempting, family-run, Italian, fresh, helpful, main, reasonable.*

Dine in style at *Luigi's*

This week, I visited Luigi's, a(n) **1)** .... restaurant in Henry Street that serves **2)** .... cuisine. Luigi's has a(n) **3)** .... atmosphere and a great selection of food. All the dishes are made with **4)** .... ingredients and are prepared by **5)** .... chefs. For my starter I chose the soup and for my **6)** .... course I ordered spaghetti in pepper sauce. It was delicious! There are also a good variety of **7)** .... desserts! And the service is excellent. I got my meal quite quickly and I was impressed by the **8)** .... staff. Prices are quite **9)** .... I highly recommend Luigi's. The quality of the food is top-notch. Make sure you make a reservation. Opening times Tuesday-Sunday 12:00 pm-1:00 am.

Diets

9 Fill in: *crash, detox, low-carb, high-protein, low-fat.*

1 Ben's doctor has put him on a .... diet in an effort to lower his cholesterol levels.
2 Juliet is on a .... diet; she's drinking lots of water to get rid of the toxins in her body.
3 Trying to lose weight quickly by going on a .... diet is extremely dangerous.
4 A .... diet involves eating a lot of protein-rich foods such as meat, fish and beans.
5 I could never go on a .... diet because I love potatoes, bread and pasta too much!

• *Phrasal verbs*

10 Fill in the verbs in their correct form: *put, keep, cut, burn.*

1 Regular exercise helps you .... off calories.
2 Lisa has .... on 5 kilos since she started college.
3 Jane is trying to .... her weight down so she can fit into her wedding dress.
4 You'll have to .... down your salt intake if you want to stay healthy.

• *Words often confused*

11 Choose the correct word.

1 There are many health **profits/benefits/earnings** to eating unsweetened chocolate.
2 I try to avoid eating **processed/developed/improved** foods with artificial colours.
3 Some vegetarians use vitamin **attachments/additions/supplements** to give their body all the nutrients it needs.
4 Junk food is usually low in nutrients and **high/extreme/excessive** in calories.
5 The smell of freshly-baked doughnuts always makes my mouth **water/moisten/soak**.
6 When dieting, you can **control/cope/supervise** your hunger by eating small meals throughout the day.
7 A good way to **combat/oppose/defy** stress is to eat healthily.
8 Eat breakfast every day to **keep/hold/maintain** your energy levels high.

12 Fill in: *quench, moderation, servings, skip, burn, cravings, boosts, intake, refined, intervals.*

6 Tips for Healthy Eating

Experts agree the key to healthy eating is balance, variety and 1) .... In other words, eat a wide range of foods but avoid getting too much of any one nutrient or too many calories. Follow these 6 healthy eating tips and you'll soon feel the benefits!

- Don't 2) .... breakfast.
- Eat at least eight 3) .... of fruit & vegetables a day.
- Drink water to 4) .... your thirst, not soft drinks.
- Eliminate 5) .... carbohydrates from your diet and replace with wholegrain carbs.
- Watch your sodium 6) ....
- Prevent fat and sugar 7) .... by eating at regular 8) .... (i.e. every 3-4 hours).

Finally, don't forget that a healthy eating plan must be accompanied by regular exercise. Aerobic exercise not only helps you 9) .... calories, it 10) .... your mood, too!

See Vocabulary Bank on p. 174

Reading Multiple choice cloze

1 Look at the pictures. What do you think the people are doing? What is the event? Read the text to find out.

The Chinchilla Melon Festival

If you like melons, you might like to head to the small town of Chinchilla in Queensland 0) in February for its biennial Melon Festival. Chinchilla produces about 25% of Australia's melons and is known 1) ………… the country's 'melon capital'. The festival, which first took place in 1994, is held to promote the melon industry and encourage tourism in the region. However, locals say 2) ………… also about lifting spirits and, judging by the mayhem at the festival, it's easy to see that's the case! Thousands of visitors flock to Chinchilla every two years to 3) ………… part in the fun days of back-to-back entertainment. Like all family-friendly festivals, there are a variety of activities for both young and old, including food tastings, parades and concerts. The real fun starts with the melon contests, though. At the Chinchilla Festival you can do 4) ………… about anything with melons! One popular activity is 'melon skiing'. Participants stick 5) ………… feet into squishy watermelons and ski down a slope of soap and squashed melons. It's as difficult to do as it 6) ………… and hilarious to watch. Another crazy activity is 'melon bungee'. Players are attached to an elastic cord and race 7) ………… other across a slippery floor to reach a melon. There are also melon Iron Man and Iron Woman contests, as well as a competition in which contestants try to break open as 8) ………… melons as they can using nothing but their head! The Chinchilla Melon Festival is one of Australia's funniest and craziest festivals, and you're guaranteed to have a whale of a time if you go. You're bound to get incredibly sticky and messy though, so don't forget to bring a change of clothes!

2 Read the text and decide which answer, A, B, C or D best fits each gap.

0 A at B on C in D to

1 A for B by C as D to

2 A it B it's C its D itself

3 A be B take C have D join

4 A just B almost C simply D practically

5 A the B these C their D there

6 A hears B feels C listens D sounds

7 A both B each C by D one

8 A as much B the most C as many D the more

3 a) Read the text again and mark the sentences *T* (True), *F* (False) or *DS* (doesn't say). Justify your answers. Correct the false statements.

1 The Chinchilla Melon Festival happens once a year in February. ....
2 A quarter of Australia's melons come from Chinchilla. ....
3 All the activities are free of charge. ....
4 Bungee jumping is a popular activity at The Chinchilla Festival. ....
5 Sometimes people get injured doing the activities. ....

b) In pairs write four T/F statements based on the text. Swap your questions with another pair and answer them.

4 Match the words in bold to their meanings: *crushed*, *enjoy yourself*, *happening every two years*, *wet or greasy*, *covered in a thick liquid substance*, *chaos*.

5 You are attending the festival in the text. Write a postcard to your English pen friend. In your postcard write where you are, what the weather is like, what you are doing and how you like the festival.

6 **Think!** Think of a food festival in your country. Compare and contrast it with Chinchilla Melon Festival. Camden Market.

Listening Multiple choice

7 Do the listening task. Compare with your partner.

You will hear a radio interview with a chef who took part in a TV game show. The recording will be played twice. For each question (1-4), choose the correct answer A, B or C.

0 The TV game show *Masterchef*
A isn't currently showing on TV.
B has won several awards.
[✓ C] is not for professional chefs.

1 When asked if he expected the competition to be so tough, Jamie comments that
A people told him he should have won.
B he wasn't as skilled as the other chefs.
C he was upset he didn't win.

2 When Jamie got his bag of 10 unusual foods, he
A failed to put all of them into his dish.
B spent too many minutes trying to figure out what they were.
C made the four he didn't recognise into a side dish.

3 The problem with Jamie's main course concerned the
A taste. B portion size. C presentation.

4 In Jamie's opinion the country with the best chefs is
A Thailand. B France. C China.

Speaking Dialogue

8 Read the rubric and do the Speaking task.

You and your friend would like to contribute to your town's cultural life by organising a festival. You have different ideas about what kind of festival would be the most popular and most widely appreciated by the townsfolk. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partners ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English Clauses of purpose/ Exclamations

- She turned off the oven. She didn't want to burn the cake.
  She turned off the oven **for fear she might/so as not to** burn the cake.
  She turned off the oven **to avoid** burning the cake.
- Julianne left the house early. She wanted to be at the restaurant on time.
  Julianne left the house early **in order to/so as to** be at the restaurant on time.
- Brenda will stay home. Her mother might need help with the cooking.
  Brenda will stay home, **in case** her mother needs help with the cooking.
- The cake was **so** tasty I had a second helping.
  It was **such a tasty cake** I had a second helping.
- It's **such** a delicious meal!
  This meal is **so** delicious!

1 Complete the sentences using the word in bold. Use two to five words.

1 Brian put on an apron. He didn't want to get his clothes dirty.
AVOID Brian put on an apron .... his clothes dirty.

2 Bill bought some flour. He wants to make a cake.
AS Bill bought some flour .... a cake.

3 She always wears oven gloves. She doesn't want to burn her hands.
NOT She always wears oven gloves .... her hands.

4 The cook added more salt to the soup. She wanted to give it more flavour.
ORDER The cook added more salt to the soup .... more flavour.

5 The restaurant was so busy I couldn't get a table.
SUCH It .... I couldn't get a table.

6 She threw out the old meat. She didn't want to get food poisoning.
MIGHT She threw out the old meat .... food poisoning.

7 It's such a tasty dish.
SO This .... tasty.

8 I will make some sandwiches. The children might be hungry.
CASE I will make some sandwiches .... hungry.

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Contact Julie to ask her about the recipe she used for the cake.
TOUCH Get .... to ask her about the recipe she used for the cake.

2 We cancelled our picnic because Sue wasn't feeling well.
OFF We .... to the fact that Sue wasn't feeling well.

3 Alex quit his studies with a view to becoming a chef.
ORDER Alex quit his studies .... a chef.

4 She got upset when she burnt the cake and burst into tears.
SO When she burnt the cake she .... burst into tears.

5 Chris said we should have Chinese food tonight.
HAVING Chris .... Chinese food tonight.

6 Amy will go on a diet so that she can get slim before summer.
AS Amy will go on a diet .... before summer.

7 There were no eggs left.
RUN We .... eggs.

8 She promised she would stop eating so many sweets.
WORD She .... she would stop eating so many sweets.

9 I threw the bread away as it was mouldy.
RID I .... the bread as it was mouldy.

10 We found the cooking class really interesting in the end.
OUT The cooking class .... really interesting.

11 My doctor advised me to eat fewer sugary foods.
DOWN My doctor told me I .... sugary foods.

12 I can't believe that Judith made the cake herself.
DIFFICULT I .... that Judith made the cake herself.

13 You don't need to cook dinner as I've arranged for us to eat out.
POINT There .... dinner as I've arranged for us to eat out.

14 Jake is proud of his cooking skills.
PRIDE Jake .... his cooking skills.

15 I can't wait to go to that new Italian restaurant.
FORWARD I'm .... to that new Italian restaurant.

• Word formation

3 Read the text and complete the gaps with the words derived from the words in bold.

What would you do if you ran out of
0) *cleaning* products just as you were about to **CLEAN**
finish your household chores? Would you run
to the supermarket to buy more? You needn't!
Head straight for your kitchen and you'll find
1) .... what you need! Take peanut **EXACT**
butter, for example. Everyone knows it makes a
great afternoon snack but did you know that
peanut butter can also be used to remove
2) .... marks from a leather couch? **DIRT**
You might also be 3) .... to learn **SURPRISE**
about the cleaning 4) .... of milk. If **PROPERTY**
you get an ink stain on your shirt,
5) .... soak your shirt in a bowl of **SIMPLE**
milk for an hour. And don't use pepper just to
make a meal 6) .... Put some in **TASTE**
your washing machine too! Adding a teaspoon
of pepper to your laundry can help to prevent
dark-coloured clothes from fading. It will also
leave your clothes smelling beautiful. These
methods might sound 7) ...., but **BELIEVE**
they work! So remember, the best recipe for a
8) .... home might just be in your **SPARKLE**
kitchen cupboard!

• Lexical multiple choice items

4 Choose the correct answer.

1 "Please sit down at the table everyone. I'm ready to ..... dinner."
A deliver B serve C provide D supply

2 "Do you know what the best foods are to ..... muscles?"
A form B erect C build D fix

3 It's silly to go to Asia and not try the local ..... .
A servings B dishes C plates D platters

4 Children must not take diet pills as they can ..... the growing body.
A involve B affect C impress D impact

5 Soft drinks are full of ..... additives.
A destructive B risky C hurtful D harmful

6 My favourite food is ..... tomatoes but my sister can't stand them.
A crammed B filled C stuffed D packed

7 I always ..... myself a fresh orange juice in the morning.
A squeeze B press C squash D crush

8 How can I ..... down on calories without feeling deprived?
A lower B omit C cut D slim

9 I really recommend this restaurant. It serves ..... Mexican food.
A authentic B valid C factual D accurate

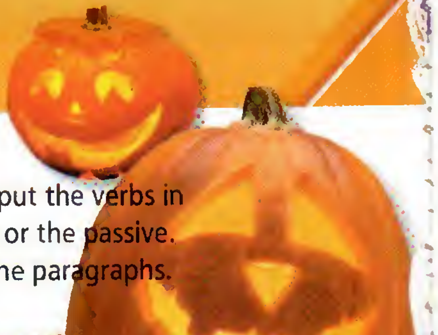
10 This cookbook contains a great recipe for Thai-style noodles in ..... sauce.
A weighty B thick C heavy D dense

• Open cloze text

5 Read the text and complete the gaps with the correct missing word.

Insects for Dinner Anyone?

Most Europeans and Americans would never dream 0) *of* eating insects, except perhaps to win a bet or as a dare. Yet, for 1) .... cultures insects are an important part of a healthy diet. Entomophagy (the practice of eating insects) is popular in Asia, Africa, Australia and South America. In all, 1,417 kinds of insects 2) .... eaten by nearly 3,000 ethnic groups around the world. In Asia, diners can enjoy moths and dragonflies. Some African cultures eat crickets and grasshoppers. There's a good reason 3) .... entomophagy is so popular around the world. Insects are very nutritious. Caterpillars, for example, contain 28 grams of protein per 100 grams, are low 4) .... fat, and are a great source of B vitamins. Also, insects are very cheap to farm. So, why 5) .... Europeans and Americans refuse to eat insects? Some historians think that Europeans stopped eating insects because they had a suitable climate for producing meat from farm animals, and so started getting 6) .... protein this way. Whatever the reason, 7) .... the time being, Europeans and Americans will have to continue travelling abroad 8) .... they want to enjoy insect cuisine.



Writing A descriptive essay about an event/celebration

A descriptive essay about an event or a celebration consists of:

- an **introduction** in which we give the name, place, and reason(s) for the event or celebration.
- a **main body** consisting of two separate paragraphs in which we first describe the preparations and then the actual event. (We use the present tense to describe annual events/festivals and the past tense to describe a festival we attended in the past.)
- a **conclusion** in which we describe people's feelings and make comments or give our final thoughts about the event.

Essays describing events are usually found in newspapers, magazines, and brochures and the style used depends on our intended reader.

- We should use a variety of adjectives and adverbs to make our description more vivid and interesting.
- We can use the passive tenses to describe events when the activities are more important than the person who does/did them.

1 a) Read the rubric and underline the key words, then answer the questions.

1 Which of the following should you not write about? Give reasons.
   - A a festival held every year in your country
   - B a ceremony that takes place every year in a foreign country
   - C an event held once a week in your town

2 Which of the following must you include in your essay?
   - A important monuments in your area
   - B description of the actual event
   - C detailed description of the town
   - D preparation before the event

3 Which tense(s) should you mainly use? Why?

A travel magazine has asked readers to send in descriptions of annual festivals in their country. Write an essay (200-250 words) describing an annual festival you have attended, including preparations and activities on the actual day.

b) Read the essay below and put the verbs in the correct tense in the active or the passive. Then match the headings to the paragraphs.

Keene Pumpkin Festival

1 ☐ The Keene Pumpkin Festival is a food festival with a difference. It 1) *takes place* (take place) every year in Keene, New Hampshire, USA and it 2) .... (usually/hold) on a Saturday in mid to late October. During the festival, residents and visitors 3) .... (attempt) to set the world record for amassing the largest number of lit pumpkin lanterns.

2 ☐ When I 4) .... (arrive) in Keene, I was absolutely stunned by the preparations going on. All the residents 5) .... (buy) big pumpkins and 6) .... (carve) faces in them. A huge stand 7) .... (set up) for the pumpkins in the town centre and hundreds of carved pumpkins with candles inside 8) .... (place) on it. People 9) .... (prepare) all sorts of delicious pumpkin dishes for the festival.

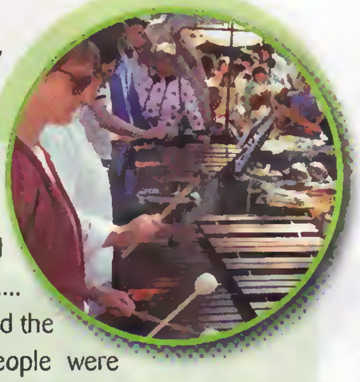
3 ☐ On the day of the festival, the streets were crowded with people and there were food tasting stands and stages everywhere. I 10) .... (take part) in a pie eating competition but I couldn't eat much and so went and watched people participating in a pumpkin seed spitting competition. It was hilarious. Later, there were several live concerts where everyone 11) .... (dance) and having fun. The climax of the evening was the official pumpkin count. All the candles in the pumpkins 12) .... (light) and they 13) .... (look) amazing. Then, there was a big fireworks display.

4 ☐ At the end of the festival, everyone was thrilled when we beat the record again! I 14) .... (have) such a great time I was really sorry to go home. I can't wait for next year's festival!

A feelings, comments, final thoughts
B description of the actual event
C name, place, time, reason
D preparations

2 a) Fill in the gaps in the paragraphs with adjectives from the list. Which extract(s) describe(s) an annual event? Which describes a past event?

• wonderful • friendly
• sad • fantastic



A

When the festival ended I felt a little **1)** .... and didn't want to leave. I had such a **2)** .... weekend and would have liked the events to continue. The people were very **3)** .... and all the performances were **4)** .... I was already thinking of reserving my place for my next year.

• coveted • prestigious
• lavish • top

B

Cannes Film Festival is one of the world's most **1)** .... film festivals. It takes place once a year in May in Cannes in the South of France. This famous event is attended by all the **2)** .... film directors and actors from around the world. Highlights include a **3)** .... opening ceremony, where a red carpet is rolled out for the stars to walk on, and the handing out of the highly **4)** .... Palme d'Or film award.

• lovely • exciting • delicious

C

One or two weeks before the 'Duanwu', or Dragon Festival, the yearly preparations begin. People build or adapt boats to look like dragons and paint them red, white, yellow, and black in preparation for the big **1)** .... boat race. People also prepare **2)** .... zonghi, a pyramid-shaped dumpling made of glutinous rice wrapped in bamboo leaves. Families make **3)** .... little Chinese knots and aroma pouches to bring good luck to their children.

b) Which paragraph is an introduction, which is a main body paragraph and which is a conclusion?

3 Read the example. Then write paragraphs A and B, putting the verbs in bold into the passive.

*Schoolchildren in the UK **celebrate** Harvest Festival in September or October.*
*Harvest Festival **is celebrated** by schoolchildren in the UK in September or October.*

A They **display** their traditional foods at stalls and they **offer** people samples to taste. They also **give** talks on their techniques and **show** documentaries about their work. The public **appreciate** it greatly.

B People in the USA **celebrate** Thanksgiving on the fourth Thursday of November. People **hold** parades in most towns in which marching bands **play** tunes and young people **perform** dances. Floats also **carry** giant cartoon characters through the streets. Afterwards, families all over the country **eat** a traditional meal of turkey, mashed potatoes and pumpkin.

• *Your turn*

4 a) Read the rubric and underline the key words.

An international magazine has asked its readers to write an essay about an interesting annual festival in their countries. Write your essay for the magazine (200-250 words).

b) Choose a festival and make notes under the headings. ***Name*** – ***Date/place*** – ***Events before*** – ***Events during*** – ***Feelings/comments***

5 Now, use your ideas to write your essay. Use phrases from the Useful Language box.

Useful Language

- ... is held every ... in ... . • It takes place in ... .
- Preparations start ... . • People *(make floats, clean their houses, put up decorations etc)*.
- On the actual day *(there are parades in the streets, people dress up in costumes, people watch floats carrying ... through the streets etc)*.
- In the evening people *(have dinner with their friends and family, have parties, watch fireworks displays etc)*.
- It's a *(great/amazing etc)* festival. Everyone has a great time. • It is a day full of surprises.

Reading Missing sentences

1 Which fruit/vegetables can you see in the photograph? Which ones do you like?

2 Why do you think different food is coloured differently? What do you think you can tell about food from its colour? Read the text to find out.

3 Do the reading task. Justify your answers. What is the author's purpose in writing this text?

Read the text below and match the sentences (A-I) to the gaps (1-6). There are two extra sentences that do not match any gap.

Eat a rainbow!

Think the colour of the food on your plate simply makes it pretty to look at but has no real **impact** on you? 0 *F* Our brains are **hard-wired** to respond to colour in food – so much so in fact, that we usually 'taste' food according to its colour, not its actual flavour! In taste tests, when flavourless yellow colouring is added to vanilla ice-cream, people think they are eating banana or lemon ice-cream. 1 ☐ Our brains, in other words, **reinterpret** the true flavours present in food in the light of the colours present!

2 ☐ Scientists think it's because back when we were hunter-gatherers, we **relied** on colour to identify what food was good to eat. We learnt to avoid food that was blue/black because this colour is usually a sign food is **rotten**. **Conversely**, we came to love brightly-coloured food because **vibrant** colours are usually a sign food is fresh and full of goodness.

Today, doctors know that a diet full of foods 'from the rainbow' (i.e. red, orange, yellow, green and blue foods) provides the human body with the nutrients it needs to stay healthy. Red foods like raspberries and pink grapefruit for instance, have many health benefits. They are rich in minerals such as potassium and iron, and are packed full of anthocyanins. 3 ☐

Orange-coloured foods like cantaloupes and pumpkins contain substances which help to keep our skin and eyes healthy. They also protect us from infections by **boosting** our immune system. Yellow foods like pineapples and corn are filled with vitamin C. Vitamin C improves **circulation**, helps to heal cuts, and prevents **inflammation** and heart disease. 4 ☐

Avocados, green apples and limes are just some of the **veritable bounty** of green foods that are good for us. Green foods are rich in vitamins A, K, and E, as well as fibre and calcium. 5 ☐ It also **ensures** strong bones and healthy eyes, and can speed healing time by 25 percent.

Blue/purple food is generally the food that people find the least **appealing**. 6 ☐ Nevertheless, certain blue/purple foods (e.g. aubergines, blueberries) are very healthy. Blue foods contain flavonoids which reduce the risk of cancers, stroke and heart disease. Substances in them also fight the aging process, by improving memory function and skin health.

So, if you want to feel as bright and vibrant as a rainbow, make sure you eat a selection of foods 'from the rainbow' every day!

A This is because it is rare in nature, and is often poisonous.
B There are a variety of plants that help keep our hearts healthy.
C Equally, when blue food dye is added to prime steak, people eating it believe it is rancid.
D Yellow foods also contain nutrients which help to keep our teeth healthy.
E These substances are powerful antioxidants that protect cells from damage.
F Think again!
G It isn't very attractive either.
H But why do we react so strongly to colour?
I Eating green foods reduces the risk of colon cancer.

4 Match the words in bold to their meaning: *reexplain, decayed, soreness, effect, depended, vivid, attractive, programmed, blood flow, on the contrary, guarantees, generous amount, strengthening, rotten.*

5 Choose the correct preposition.

1 What we eat has an impact **on/at** how we feel.
2 The human mind responds **in/to** colours and turns them into messages.
3 Colours are added **in/to** the food to make it look attractive.
4 Red meat and dark leafy greens are rich **at/in** iron.
5 Proteins protect us **from/for** viruses.
6 Broccoli is filled **in/with** vitamin C.

6 Fill in: *healthy, vibrant, benefits, heal, human, immune, heart, healing.* Make sentences using the completed phrases.

1 .... colours
2 .... body
3 to stay ....
4 health ....
5 .... system
6 to .... cuts
7 .... disease
8 .... time

Ways of eating

7 Fill in with: *munch, chew, gobble, bite, lick, nibble, snack* in their correct form.

1 When my mum bakes a cake, I always ask to .... the bowl!
2 I love it when I .... into a fresh, crisp apple.
3 My Mum is always reminding me to .... my food thoroughly before I swallow it.
4 Ben .... at the food on his plate because he didn't have much of an appetite.
5 I tend to .... down my food when I'm really hungry.
6 It's so annoying when people .... on crisps really loudly during a film.
7 I try not to .... during the day and stick to eating just 3 meals.

8 Tell the class three things you have learnt from the text.

9 ICT In groups, collect more information about the colour of food and its relation to health. Present it to the class.

Listening Note taking

10 You will hear someone talking about healthy eating. Listen and complete the sentences with one word only.

0 When people come home from work, they don't always have time to prepare a healthy, *nutritious* meal.
1 Many people get ready-made meals from the ....
2 The speaker advises to eat these meals ....
3 The speaker says that these meals are full of ....
4 .... are removed form processed foods.
5 The speaker advises us to eat lots of fresh ....
6 Brown rice, ... and rye bread contain complex carbohydrates.
7 The speaker says people eat far too much ....
8 Some experts say we should only eat .... grams of meat per day.
9 The speaker says it might sound .... that eggs are considered like meat.
10 The speaker says there are more .... in dark-coloured vegetables.

Speaking Dialogue

11 You and your friend would like to organise a party to welcome an English exchange student who is visiting you for two weeks. You have different ideas about where the party should be held and what activities to organise. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Useful Language

- We could have the party at ... .
- I think we could have (*sandwiches/ pizza* etc).
- We can buy (*coke, ice cream* etc) from the ... .
- We can organise a (*dance competition, treasure hunt* etc).

Quotations

A house is not a home unless it contains food and fire for the mind as well as the body.
(Benjamin Franklin, 1706-1790, US politician)

MODULE 7 Shops & Services

Vocabulary Shops & services

1 Read the sentences and write which kind of shop or service is being referred to.

- hairdresser's • estate agent's • bakery • travel agent's
- greengrocer's • clothes shop • bank • toy shop

1 I'd like to apply for a credit card, please. *bank*
2 We're looking for a 3-bedroom flat in the area. ....
3 We'd like to book a beach holiday in Spain. ....
4 This coat doesn't fit. Do you have it in a bigger size? ....
5 We only sell organic fruit and vegetables. ....
6 We can fit you in at 4 pm for a cut and blow-dry. ....
7 I'm looking for a remote-control car for my nephew. ....
8 I'd like six white bread rolls and a wholemeal loaf, please. ....

Buying & selling

- *Collocations*

2 Fill in the gaps in the text messages.

- final • designer • opening • special • gift

A Saw advertisement about Harrods sale in paper. They have **1)** ______ offers on **2)** ______ labels. Interested? Tina

B Let's go together on Saturday morning! I have a **3)** ______ voucher for Harrods that I want to spend. Can you check the **4)** ______ time? Let me know. Jo

C Opens at 10 am. Saturday's the **5)** ______ day of the sale. We can't miss it! Tina

- *Verb phrases*

3 Fill in the gaps with the correct form of the verbs below.

- launch • pay • place • buy • be • look • try • get

1 Look at that amazing blue dress that .... on display in the clothes shop!
2 Peter lost the receipt for his shoes, so he can't .... a refund from the shop.
3 The fashion label hired a famous actress .... their new product.
4 I buy my clothes from online catalogues, where I simply .... a mail order and wait for the post to arrive.
5 I have nothing to wear and very little money, so I'm going .... for some bargains at the market.
6 Don't you want .... those jeans on before you buy them?
7 You can .... for your new car in monthly instalments.
8 Chain stores can sell clothes cheaply because they .... in bulk directly from the manufacturer.

Complaining

4 Complete the sentences with the words below.

- full • complain • exchange
- faulty • refund • return

1 This camera doesn't work at all. I'd like a full ....
2 Could I .... it for a new one?
3 I'd like to get my money back in ....
4 This CD player is .... I'll take it back to the shop.
5 It's the wrong size. I'll .... it to the shop.
6 Is the manager here? I'd like to .... about the poor service.

Advertising

5 Complete the classified ads with the words below. Which ads are not trying to sell something?

- good condition • giving away
- ultra-fashionable • low prices

FOR SALE

Clearing out wardrobe. Vintage dresses, **1)** .... coats and designer shoes at bargain prices.
Call Kat on 0746473849

WANTED

18-inch frame mountain bike, preferably less than 2 years old. Must be in **2)** ....
Text or call: 0796343538

SERVICES

We repair TVs and stereos. **3)** .... on all second-hand electrical goods.
Visit us at 12 Duke Street.

Miscellaneous

I need space, not money. So, I'm **4)** .... my old books and CDs.
garyparker91@geemail.com

Banks & money

• *Collocations*

6 Fill in the gaps with: *cash, PIN, interest, debit, traveller's, student, foreign, insurance.*

1 You should cover the keypad so that no one sees your .... number.
2 It's safer to use .... cheques than to change all your money at once when you go abroad.
3 You can buy .... currency at the airport, but it's cheaper to change your money before you travel.
4 The .... premium for our home cover has gone up to £30 per month.
5 Is it all right if I write you a cheque, or would you prefer me to pay you in ....?
6 I always pay my supermarket bill by .... card. I just key in my number and the amount automatically comes out of my account.
7 You can open a(n) .... account if you're going to university.
8 John is looking for a bank with a low .... rate before he decides to take out a loan.

7 Fill in the gaps in the dialogue with the verbs in their correct form: *key in, make, charge, apply, clear, shop, open, withdraw.*

A: I'm thinking about **1)** .... for a credit card for the first time.
B: Really? But you're good with money. Why do you need a credit card?
A: I've just begun **2)** .... online – but a lot of sites won't accept my debit card. Just yesterday I **3)** .... an account with an online retailer that has the MP3 player I want at a good price, only to discover that I can only **4)** .... purchases by credit card.
B: I have a credit card. It's true that they're more widely accepted online than debit cards. The problem is, you need to make sure you **5)** .... your debt every month, otherwise they **6)** .... you interest.
A: I don't think that will be a problem for me. Tell me, is it easy **7)** .... cash from ATM machines with a credit card?
B: It's the same procedure as with a debit card – it's just a case of inserting the card into the cash machine and **8)** .... your PIN number. But there's usually a charge if you use a credit card, unfortunately.
B: Oh, I see. Well I'll only use my debit card for cash withdrawals then.

• *Verb phrases*

8 Fill in the correct verb in the correct form: *change, manage, write, take, transfer, cash, deposit, pay.*

1 If you show some ID you can .... a cheque at any branch of the bank.
2 You can easily .... any dollars you have on you into euros.
3 Internet banking allows you .... your finances from home.
4 Money that is .... in your account after 3 pm is available to you the next day.
5 When .... a cheque, remember to fill in the amount, sign it and date it.
6 If you want to start your own business, you can .... out a loan.
7 .... money between your accounts is simple using the bank's online service.
8 You can set up monthly payments as a way of .... off your debts.

• *Word formation*

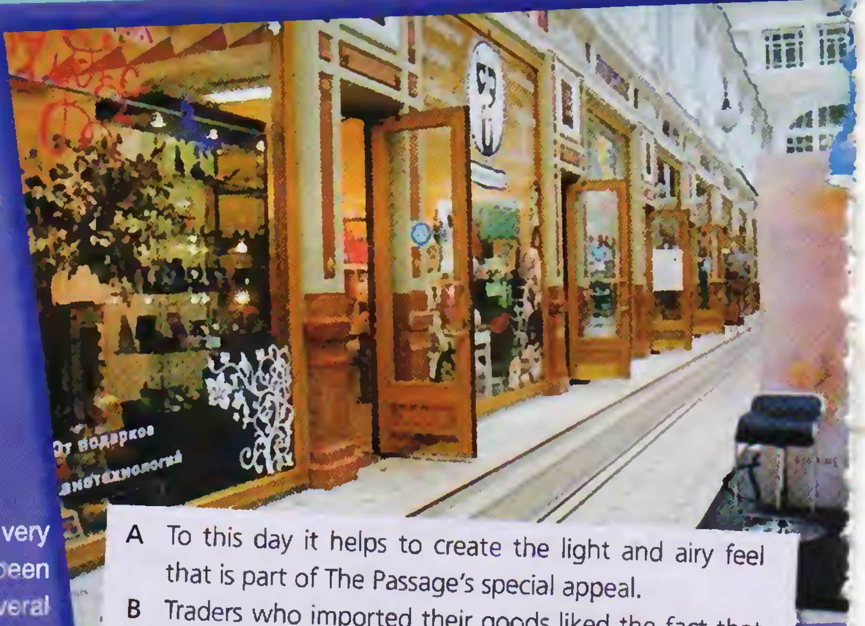
9 Fill in the correct word derived from the words in bold.

It's hard to imagine living without cash cards and ATMs (automated teller machines). They allow us to make cash **1) (withdraw)** .... quickly and easily without entering a bank or needing the **2) (assist)** .... of a cashier. And nowadays, they can often also be used to carry out other **3) (transact)** .... such as paying bills. However, there are risks involved in using cash cards and ATM **4) (use)** .... should take steps to keep their **5) (save)** .... secure. Firstly, you should never give out your PIN number or account details. If a **6) (represent)** .... from your bank calls you and asks you for **7) (person)** .... information, make sure they are who they say they are before you give them any details. Also, be very careful when you use ATMs. Cover the keypad with your hand when you enter your PIN (personal identification number) and look out for people acting **8) (suspicious)** .... close by.

See Vocabulary Bank on p. 176

7

A RUSSIAN REVOLUTION IN SHOPPING



Although the shopping centre seems like a very modern concept, indoor shopping arcades have been around since at least the early 19th century. Several cities claim to be home to the world's first shopping centre, among them Oxford, Milan and Brussels. **0** *E*

The Passage is situated on Nevsky Avenue, the city's main thoroughfare and an area in which trade has always been important. In 1846 an aristocrat acquired the Italianate Passage building, whose previous owners included an architect, an ambassador and a princess. His aim was to turn it into a shopping gallery, inspired by an existing building of integrated shops in Moscow. After around two years of renovations, The Passage was unveiled. One of its most attractive features was an arching glass roof that covers all 180 metres of the central walkway. **1**

Although The Passage was open to everyone, it had been designed very much with the elite of society in mind. Luxury goods such as jewellery and expensive clothes were its stock in trade. Those who were less well-off, however, enjoyed visiting The Passage to window-shop outside some of the most fashionable boutiques in Russia. **2** Perhaps this was at the instigation of the people who lived in the building, the top floor having been retained for residential use. By the early 20th century, The Passage housed all the facilities we associate with today's mammoth shopping centres and more. **3** Its reputation as a cultural centre had already been established in its early days, when some of the great writers of the day had given readings and lectures within its walls.

Perhaps surprisingly, The Passage survived war and political upheavals alike in 20th-century Russia. In the Communist era it served as a state supermarket and then a state department store, becoming particularly renowned for its toy department. **4**

Having been restored in full to its original glory, The Passage these days offers dozens of stores selling clothes, accessories and household goods in an atmosphere of 19th century elegance. **5**

The emphasis is very much on designer items in The Passage's upmarket stores. Even so, you can treat yourself to a coffee at the café or even a meal on the top-floor restaurant – and you needn't part with your cash at all if you simply want to step back in time. **6**

A To this day it helps to create the light and airy feel that is part of The Passage's special appeal.

B Traders who imported their goods liked the fact that one of the floors of The Passage was used as warehouse space.

C As in its early years, it's not somewhere for just anyone to enjoy a spot of retail therapy.

D Before long people were flocking to the centre in such droves that an admission charge was introduced.

E But one thing that's beyond dispute is that one of the most beautiful of all the early shopping centres stands in St Petersburg, Russia.

F The entrance charge was abolished a long time ago.

G Today's shopping centres are not very different.

H Not only were there coffee shops and hotels, there were billiard facilities and a theatre, and regular arts exhibitions were held.

I By the 1960s it specialised more in women's goods.

Reading Missing sentences

1 Why do you think shopping centres are popular with shoppers? Do you like shopping in shopping centres? Why / Why not?

2 In which country do you think the world's first shopping centre opened? Read through to find out.

3 Read the text. Seven sentences have been removed from the text. Match sentences (A-I) to the gaps (1-6) so that the text makes a logical and coherent whole. There are two sentences that do not fit any gap.

4 Match the highlighted words in the text to their synonyms below: *connected, very large, dramatic changes, high-class, call for action, improvements to a building, famous, member of the upper classes, look at goods for sale without buying anything, people of high social standing.*

5 Fill in: *previous, full, claim, luxury, establish, treat, early, survive.* Make sentences about The Passage using the completed phrases.

1 .... to be
2 .... owners
3 .... goods
4 in its .... years
5 to .... a reputation as
6 to .... wars
7 be restored in ....
8 to .... yourself to a coffee

6 Choose the correct verb.

1 The architect was **inspired/influenced** by a building in Moscow.
2 The building was **released/unveiled** to the public in 1848.
3 The architect tried to **retain/hold** the original design.
4 The shopping centre **hosts/houses** 150 shops as well as coffee shops, restaurants and cinemas.
5 The architect **established/formed** an international reputation for his unusual designs.

7 **Think!** Compare a shopping centre in your country to The Passage.

8 **Think!** In groups, design your own shopping centre. What shops and facilities would it house? Give it a name. Present your shopping centre to the class.

Quotations

We used to build civilizations. Now we build shopping centres.
Bill Bryson

Listening Multiple choice

9 Read the rubric and the questions, then do the listening task.

> You will hear an interview about the decline of town centre shops in Britain. For questions 1-4, choose the correct option, A, B, or C.

0 Ernie says traditional shopping areas are suffering because people now prefer to
[✓ A] use large stores.
B receive American-style service.
C spend their time at home.

1 Ernie thinks the main reason out-of-town shopping centres are doing well is their
A opening hours.
B low prices.
C free parking.

2 Ernie predicts that the loss of town centre shops will have a negative effect on
A people's quality of life.
B people's mobility.
C tourism figures.

3 The presenter goes to his local shops to
A find good-quality food.
B receive good advice from the staff.
C avoid parking problems.

4 Ernie suggests it should be less expensive to
A travel by taxi.
B park in town centres.
C rent a shop in a town centre.

Speaking Making decisions

10 Look at the pictures and do the speaking task.

> Look at pictures 1, 2 and 3. It is the end of the school year and you want to thank your sports coach by buying her a gift voucher.
> - *Choose the shop which, in your opinion, would be the most suitable from which to buy a gift voucher for your coach and explain your choice.*
> - *Explain why you rejected the other shops.*

1

SUPERMARKET

2

3

Use of English Adjectives/Adverbs/ Comparisons

- Harrods is more expensive than Selfridges.
  Selfridges isn't **as** expensive **as** Harrods.
  Selfridges is **less** expensive **than** Harrods.
- Can't you buy cheaper jeans than those?
  Are those **the cheapest** jeans you can buy?
- The blue sweater costs the same as the red one.
  The blue sweater costs **as much as** the red one.
- I've never seen such an expensive wedding dress.
  It's **the most expensive** wedding dress I've ever seen.
- As he earns more money, he becomes greedier.
  The more money he earns, **the greedier** he becomes.
- Those trousers are similar to these ones.
  Those trousers and these ones are **alike**.
- This shop assistant is very rude to customers.
  This shop assistant **behaves** very **rudely** towards customers.
- I prefer shopping in the high street to shopping online.
  I'd **prefer to** shop in the high street **rather than** shop online.
  I'd rather shop in the high street **than** shop online.
- She's the most helpful shop assistant of all.
  She's **more** helpful **than** the other shop assistants.

1 Complete the sentences using the word in bold. Use two to five words.

1 My coat is warmer than my jacket.
AS My jacket .... my coat.
2 Can't you find a nicer top than that?
NICEST Is that .... you can find?
3 The silver necklace costs the same as the gold one.
MUCH The silver necklace ....
.... the gold one.
4 I've never seen such a beautiful handbag.
MOST It's the .... ever seen.
5 As she works more hours, she becomes more tired.
THE The more hours ....
.... she becomes.
6 This shirt is similar to that one.
AND This shirt .... alike.
7 The workers are very polite towards their manager.
BEHAVE The workers ....
.... towards their manager.
8 I'd prefer to go home rather than go to the shopping centre.
RATHER I'd ....
.... to the shopping centre.
9 This is the most expensive TV we've ever seen.
SUCH We've ....
.... TV.

- *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 As food prices increase, the cost of living becomes higher.
UP The ....,
the higher the cost of living becomes.
2 Shawn was tired and did not want to go shopping.
LIKE Shawn was tired and did not ....
.... shopping.
3 Jack is on good terms with the supermarket manager.
WELL Jack ....,
.... the supermarket manager.
4 This MP3 player was the best one that you could have chosen.
MADE You couldn't ....
.... than this MP3 player.
5 The sunglasses cost less than Peter had expected.
AS The sunglasses ....
.... Peter had expected.
6 My sister's new kitchen is as big as my entire house!
SAME My sister's new kitchen ....
.... my entire house!
7 I told Anna she shouldn't have quit her job at the clothes shop.
FOOLISH I told Anna it was ....
.... up her job at the clothes shop.
8 The shopping centre was nearer than we thought.
NOT The shopping centre ....
.... we thought.
9 John didn't know anything about the new deal.
UNAWARE John ....
.... the new deal.
10 I wish I hadn't lost the receipt.
SHAME It's .... the receipt.
11 That dress and this one are alike.
TO That dress .... this one.
12 The salesman described the shoplifter to us in detail.
FULL The salesman ....
.... of the shoplifter.
13 I can't afford this car.
TOO This car is .... buy.
14 I advise you to buy it as prices may go up next year.
CASE You ....
.... prices go up next year.
15 The cotton blouse is cheaper than the silk one.
EXPENSIVE The silk blouse ....
.... the cotton one.
16 Would you post a letter for me, please?
KIND Would you be ....
.... post a letter for me, please?

• *Word formation*

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partner.

For some 0) *tourists* it's the most exciting thing **TOUR**
about shopping abroad, while for others it's the
most dreaded! Haggling is a way of deciding on the
cost of an item by arguing for a 1) .... **CHEAP**
price. In Western Europe and North America, it is
usually used to decide on the price of expensive
items such as property or 2) ...., but in many **JEWEL**
parts of the world, haggling is accepted for even the
smallest goods or 3) .... Usually, **SERVE**
haggling occurs in market stalls or small shops that
are run by one person. For tourists, it can be a
4) .... experience! For one thing, it is **MEMORY**
probably the best way to interact with the locals.
But be 5) ....! Firstly, don't begin **CARE**
haggling for an item if you're not interested in it. If
a price is agreed, it would be 6) .... rude **EXTREME**
not to buy it. Also, a 7) .... tip is to ask the **USE**
shop owner for a price before you start negotiating.
This will give you some idea of the item's worth;
usually around half the 8) .... first price. **TRADE**

• *Lexical multiple choice items*

4 Choose the correct answer.

1 What are the shops'..... hours at weekends?
A opening C working
B starting D functioning

2 This laptop comes with a two-year ..... .
A certificate B contract C warranty D bond

3 He puts 10% of what he ..... into a savings account.
A acquires B earns C achieves D gains

4 If you show your student card, you get a ..... .
A discount C deduction
B cut D percentage

5 I tried to sell the ring but they said it was ..... .
A priceless C valuable
B invaluable D worthless

6 I'm sorry, we don't have any of those phones in ....., but we could order one for you.
A availability B supply C range D stock

7 The kiosk outside the station does very good ....
A business B trading C dealings D custom

8 The town council has been given ..... to build a new shopping centre.
A funding C investment
B capital D property

9 Before we buy it, let's ..... prices online.
A resemble B contrast C compare D identify

10 The music store is no longer making a(n) ..... .
A profit B gain C value D income

• *Multiple choice cloze*

5 Read the text and decide which answer, A, B, C or D best fits each gap.

The Science of Shopping

Have you 0) ever wondered why most supermarkets basically look the same? It's not because supermarket companies 1) .... imagination; the fact is most supermarkets are designed with the same theories in 2) .... Environmental psychologists study how people react to their surroundings, and in recent years, retail companies have used this science to increase sales in their shops. Take a closer look 3) .... the common supermarket. In most supermarkets the first section customers arrive at when they go through the entrance is fruit and vegetables. At first glance, it doesn't 4) .... sense; these items can easily get damaged and would be more suitably displayed at the end of the shopping trip. But environmental psychologists have discovered that after customers buy healthy products, they feel 5) .... guilty about buying unhealthy products. Think about where the milk and bread are kept in your supermarket. These products are examples of 'destination items'; items that 6) .... people buy when they visit a shop. Companies place destination items at the back to force customers to walk through the shop and see more products. What can customers do to 7) .... being the victims of these techniques? The best idea is to write a list of the items you need before you go shopping, whether it is for groceries or clothes, and stick 8) .... it as strictly as you can.

0	A already	B ever	C once	D yet
1	A lack	B lose	C miss	D deny
2	A brain	B thought	C mind	D head
3	A at	B for	C of	D to
4	A be	B do	C make	D seem
5	A fewer	B little	C least	D less
6	A main	B every	C most	D whole
7	A avoid	B refuse	C omit	D deny
8	A at	B on	C in	D to

Writing An essay making suggestions

An essay making suggestions for solving problems is a formal piece of writing in which we offer solutions to a problem and explain the expected results. It usually consists of:

- an **introduction** in which we state the problem and our opinion on it.
- a **main body** in which we present our suggestions and their expected results in separate paragraphs.
- a **conclusion** in which we summarise our opinion or restate it in different words.

We link our ideas using appropriate linkers to help our reader follow our piece of writing.

Linkers

- **introduce topic** – *evidently, clearly, obviously, certainly, by and large, in general, generally, these days, undoubtedly*
- **introduce ideas** – *in the first place, first of all, to start with, to begin with, for one thing, first, firstly, secondly, finally, lastly, last of all, last but not least* (for final point only)
- **add points** (can be used at the beginning of or within a paragraph) – *furthermore, in addition, what is more, also, moreover, additionally, likewise, for another thing*
- **introduce supporting detail** – *for example, for instance, in other words, that is to say, after all*
- **indicate result** – *as a result, consequently, this/that way, it follows that, therefore, accordingly, in turn, then, this will/would*
- **show contrast** – *nevertheless, however, despite/in spite of (the fact that)*
- **conclude** – *in short, in conclusion, to sum up, to conclude, all in all, all things considered, in the end, taking everything into account*

Note: Linkers are used in a piece of writing to give it structure and to help the reader follow the ideas. However, **incorrect** usage of linkers can cause confusion. Likewise, **overuse** of linkers gets in the way of the ideas and can make a piece of writing sound repetitive.

1 a) Read the rubric and answer the questions.

> You've had a class discussion about how modern advertising encourages many children to want things they don't need and which their parents can't afford. Write an essay (200-250 words) for your teacher suggesting ways parents can limit the harmful effects of advertising.

1 What will the essay be about?
2 Who is going to read it?
3 Can you think of some ways to protect children from advertising?

b) Read the model essay. Are any of your suggestions from Ex. 1a mentioned in it?

These days we are bombarded with advertising for toys and food products aimed at children, particularly on TV. Clearly this can have a negative effect on families struggling to pay their bills. However, parents can take steps to reduce the influence of advertising on children.

First of all, it is a good idea for parents to limit the amount of television their children watch. This way, the fewer ads they see, the less they will ask for treats. They could record programmes to watch together and skip the commercials. As a result, children will be less exposed to advertisements that make them demand material things.

Secondly, parents should make efforts to teach children the value of money. For example, when a child asks for a new toy, parents can offer to buy it only in exchange for some housework, such as doing the dishes for a week. This will make children see purchases as rewards. Likewise, children could receive a set amount of pocket money each week in return for chores. Then they won't ask parents to buy things for them every time they go shopping with them. In turn, youngsters will learn to save money to buy what they want.

In conclusion, I believe there are ways for parents to limit the effects of advertising on their children. If they try to limit the time children are exposed to TV and try to teach their kids a responsible attitude towards money, then advertising will not be a problem anymore.

2 Read the model essay again. In pairs, answer the following questions?

1 What two suggestions does the writer make?
2 What expected results does he give for each suggestion?

3 a) Underline the linkers used in the model essay. What is each linker's function? Replace them with other synonymous ones.

b) Match the sentences that come from the same essay, then use appropriate linkers to join them, as in the example.

1 *d* If you think an item is overpriced, say so and tell the assistant what you would be willing to pay for it. *As a result, you may be offered a discount.*
2 ☐ Online banking is far more convenient than going to the bank in person.
3 ☐ Keep a box or a large envelope especially for receipts for anything you buy that could develop a problem.
4 ☐ Open a savings account and set up a direct debit so that a percentage of your salary goes into it every month.
5 ☐ Ask to see a senior member of staff as soon as you arrive at the shop.
6 ☐ It is a good idea to car-share with a colleague who lives in your area.

a You will save money without even trying.
b You will easily be able to provide proof of purchase if you need to.
c There is no need to queue and it is a service that is available whenever you need it.
d You may be offered a discount.
e Ask for your complaint to be taken seriously from the beginning.
f Petrol prices are rising fast.

Useful Language

Making Suggestions
- You should(n't)/could/might • Why not ...?
- You could try • It might work if • I suggest that
- One way to • Another thing to do
- It's best to • In addition to • As well as

I suggest that you buy a bicycle to save money on transport.

Introducing supporting detail by giving examples
- For example • For instance • In other words
- That is to say • Imperatives

Use your bike instead of public transport for local journeys.

Result (the outcome of our suggestions)
- It follows that • In doing so • That/This way
- This would allow • Not only ... but also • Then

Not only will you spend a lot less money on bus fares, but you will also get fitter.

4 Match the suggestions (1-5) with their supporting details (a-e) and their results (i-v). Then expand the suggestions into full paragraphs using appropriate useful language.

Suggestions

1 ☐ ☐ Buy your fruit and vegetables from local markets.
2 ☐ ☐ Get rid of an item of clothing whenever you buy a new one.
3 ☐ ☐ Avoid going to the supermarket when you are hungry.
4 ☐ ☐ Take your own drinks with you on days out.
5 ☐ ☐ Join your local library.

Supporting details

a Donate something you no longer wear to a charity shop, or take it to a recycling centre.
b Fill a flask with tea or coffee, or fill a plastic bottle with tap water or juice.
c Buy produce when it is in season and therefore at its cheapest.
d Borrow books or access the Internet there free of charge.
e Write a shopping list and stick to it.

Results

i You will not overshop or buy unhealthy foods on impulse.
ii You can stop for refreshments wherever you are, without paying high café prices.
iii You will know you have done some good and your wardrobe will be free of clutter.
iv You will never waste money on novels you do not finish reading and you will save money on your electricity bills.
v You will taste the difference and help to reduce the environmental impact of food transportation.

5 a) 🎧 Read the rubric. Listen to two people discussing the task and make notes under the headings: suggestions / expected results

> You are taking part in a school project on online shopping. Write an essay for the project (200-250 words) suggesting how people can make sure they shop on the Internet safely.

b) Use your notes from Ex. 5a to write your essay.

Reading Matching headings to paragraphs

1 What can you buy in a street market? Why do people enjoy shopping in such places?

2 London is famous for its markets. Do you know any of them? What can visitors do there? Read through to find out.

SEVERAL MARKETS FOR THE PRICE OF ONE

0 *E* If you like nothing more than **rummaging** through market stalls, a shopping weekend in London could be your idea of heaven. It would be easy to spend a whole day or more hunting for bargains at Camden Market alone, such is the area it covers. So here's our essential guide to this hugely popular attraction.

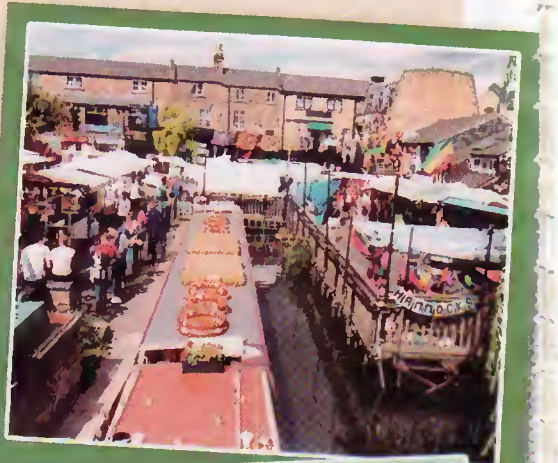
1 ☐ Camden Market is actually something of a misnomer as several markets, each with a slightly different feel, turn this northern, canalside suburb into a **throng** of shoppers at the weekends. The markets first appeared in the 1970s, when the Regent's Canal was being used for industry less and less. A motorway was planned for the area in response to the economic **decline** of the waterway. As it wasn't worth building anything on the motorway site, a temporary market was set up on it. The motorway was in fact never built – but the market stalls drew big crowds and became a permanent fixture.

2 ☐ The Stables Market, which is a mix of indoor and outdoor stalls, is a particularly **atmospheric** place to browse. A lot of the market is housed under huge railway arches. Expect to see plenty of exotic-looking furniture and household items, many of which are unique, handmade pieces. This isn't the best market for antique furniture, however, Portobello Road Market being the place to go for **vintage** pieces. When it comes to clothing, the Stables Market is very much at the alternative end of the spectrum, with accessories stalls that cater particularly well for those with Goth tastes. You certainly won't find any high-street names, as only independent traders are allowed to set up shop here.

3 ☐ If you're into arts and crafts, Camden Lock Market is the place to head to. As well as original pottery, paintings and jewellery, you'll find a **plethora** of second-hand books and clothes here. The original Camden Market, it takes place right on the canal where warehouses once stood. While its waterside setting undoubtedly makes it attractive, it can also make the market very difficult to negotiate, especially on Saturday and Sunday afternoons. Be prepared to be **jostled** a little as you make your way along the narrow walkways. If it all becomes too much, consider taking a boat trip along the canal to London Zoo and back. It's a surprisingly scenic and relaxing journey and you'll be back in the mood to shop until you drop before you know it!

4 ☐ If the weather is unkind to you, you can take shelter in the Electric Ballroom nightclub, which houses an indoor market specialising in all things weird and wonderful on Saturdays and Sundays. The other Camden Markets have become seven-day, rather than weekend-only, operations in recent years, and there are several conventional street markets in the Camden area where you can pick up fresh produce on any day of the week. Sunday remains the busiest day for the markets, however, so much so that the entrances to Camden Town Tube Station are closed on Sunday afternoons to prevent overcrowding.

5 ☐ Another word of warning before you embark on a spending spree in London – haggling is not nearly as common in Britain as it is elsewhere in Europe, even at markets. It's certainly not expected, so only attempt to negotiate a better deal for an item if you genuinely think the price tag is unreasonable. Happy shopping!



79 THE PORTOBELLO ANTIQUE STORE 79

3 Read the text again. For questions 1-5, choose from the statements A-H the one which best summarises each paragraph. There are two statements which you do not need to use.

A Open for business!
B Haggler's paradise!
C Longer than planned for.
D No bargaining, thank you!
E A perfect day!
F A very long history!
G Not for famous brands.
H Tight for space.

4 Match the words in bold in the text to their synonyms.

1 pushed into by people's bodies
2 decrease in importance
3 large amount
4 searching for sth by moving other things around
5 big crowd of people
6 able to create a particular mood
7 classic

5 Fill in: *spending*, *name*, *weird*, *crafts*, *fixture*, *word*. Use the collocations and phrases to make sentences based on the text.

1 high-street ....
2 permanent ....
3 .... of warning
4 arts and ....
5 .... spree
6 .... and wonderful

6 **Think!** Think of a market in your country. Compare and contrast it with Camden Market.

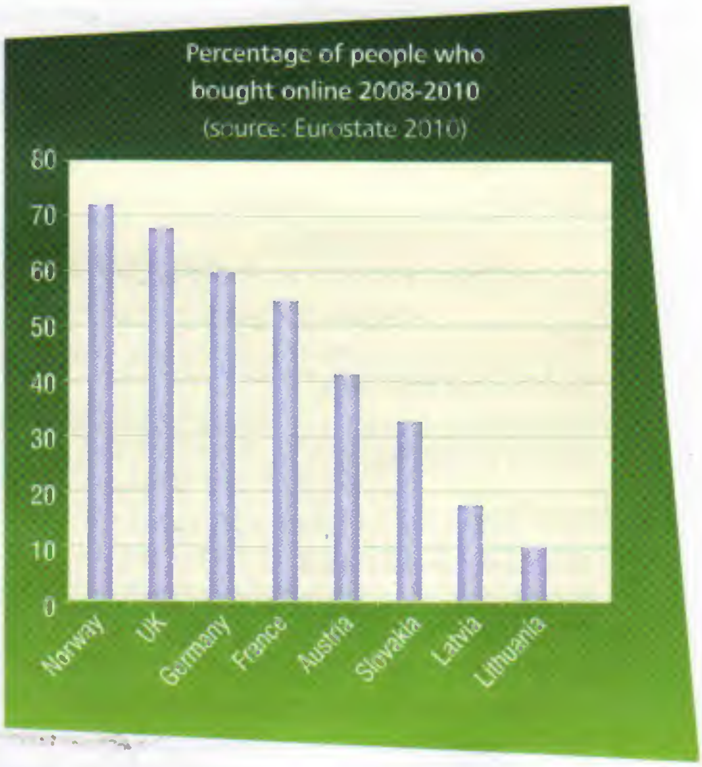
Listening Note taking

7 🎧 You will hear a customer purchasing a product by telephone. Listen and complete the table.

CUSTOMER'S NAME	0) *Ruth Lynch*
CUSTOMER'S NUMBER	1) ....
PRODUCT	2) ....
CATALOGUE NUMBER	A100732
COLOUR	black
PRICE	3) ....
EXPRESS DELIVERY	4) Yes .... No ....
CUSTOMER'S ADDRESS	5) .... Road, Headshire
DELIVERY DATE	6) ....

Speaking Monologue

8 Look at the graph. Interpret the data and answer the questions.


Percentage of people who bought online 2008-2010
(source: Eurostate 2010)

1 How does Lithuania compare to other EU countries with regards to online shopping?
2 What are the advantages and disadvantages to shopping online?
3 What products or services have you or would you buy online?

MODULE 8 Travelling & Tourism

Vocabulary Means of transport

1 Match the announcements to the means of transport.

- coach • train • aeroplane • boat

1 'Please ensure your seatbelts are fastened, your tray tables are folded away and your seat backs are upright.'
2 'Passengers with third class tickets must sit out on deck.'
3 'We will be making a one-hour lunch stop here.'
4 'The captain has now switched off the seatbelt sign.'
5 'The dining car is located in the front carriage.'
6 'There are five lifeboats on board this vessel.'
7 'We will be pulling into the station in five minutes.'
8 'Please do not talk to the driver whilst the vehicle is in motion.'

• *Collocations*

2 Fill in the gaps with the words below.

- anchored • bumpy • ring • express • travel
- first-class • rear-view • crossing • turbulent

1 It was such a(n) .... flight that the passengers all got scared.
2 The port was full of .... ships.
3 We had a really smooth flight, but we did experience a bit of a(n) .... landing.
4 You should always check the .... mirror before you reverse the car.
5 It was a very rough .... and many people got sea sick.
6 Take the .... road north, then at the roundabout take the 2nd exit onto the M23.
7 My train ticket was really expensive as they only had seats in the .... carriage.
8 You can get to the airport quickly if you take the .... bus from the city centre.
9 I suffer from .... sickness so I always take medicine to prevent it when I go on a trip.

• *Prepositions*

3 Choose the correct word.

1 I'll meet you **on/at** deck in five minutes.
2 Our flight's boarding **at/in** gate 25. Let's go before we miss it!
3 I can give you a lift **at/to** work in the morning.
4 Is this the right platform **to/for** the eastbound train?
5 The airport has two terminals; which one will we arrive **at/from**?
6 The car won't start because you forgot to fill it **out/up**.
7 The passengers got **off/from** the train when it arrived at the station.
8 Although the museum is **within/between** walking distance, it's much easier to hop on a bus.

• *Words often confused*

4 Choose the correct word.

1 I'd like to **keep/book** three seats to Los Angeles, please.
2 Will that be a one-way or **back/return** ticket, Sir?
3 He got his luggage from the **conveyer/moving** belt.
4 Additional pieces over the allowance will be subject to airport **excess/extra** baggage charges.
5 He went through passport **control/check**.
6 Prices are steep because you want to travel in **high/hot** season.
7 We stayed at a coastal town last winter, but everything was closed as it was the **off/high** season.
8 When you book a holiday with a **guide/tour** operator, they can arrange everything from the flights to the accommodation.
9 Let's check the airline's website for the latest **flight/flying** offers.
10 You can find maps and **travel/tourist** guides for the city at the airport's **location/information** centre.

Jobs in tourism

5 a) Where does each person work?
flight attendant, air traffic controller, tour operator, customs officer, porter, ground steward, chambermaid.

b) Which of the people in 5a would say the following?

1 'You are free to land on runway 6.'
2 'Let me help you with your suitcases, Sir.'
3 'Do you have anything to declare?'
4 'Good morning, Sir. And where are you travelling to today?'
5 'Would you like me to replace all your bath towels, Madam?'
6 'The captain has now switched on the 'fasten seatbelts' sign.'
7 'Are you interested in our all-inclusive package?'

Accommodation facilities

6 Fill in the gaps with: *basic, bridal, country, full, self-catering, twin.*

1 You can book a room with .... board for only an extra £10 per night.
2 All our .... apartments have new fully-fitted kitchens for you to prepare meals in.
3 The couple will stay in the .... suite at the hotel after the reception.
4 Most youth hostels offer .... accommodation at low prices.
5 We would like a .... room for two nights, please.
6 We rented a really nice .... cottage near the Lake District last summer.

Phrasal verbs

7 Choose the correct verb.

1 You must be a guest at the hotel to be able to **run/work** out in the gym for free.
2 Guests must **check/look** out at the reception by 12 pm on the day of their departure.
3 I **slept/went** over at a friend's house when I last came to London.
4 All the hotels were fully booked, but we found a bed and breakfast that **placed/put** us up for the night.

8 Fill in: *taste and budget, thrill-seeking, crystal-clear, inclusive, tropical jungle, nightlife, ruins, relaxation, special deals.*

SPECIAL WINTER DEALS!

Fabulous all-**1)** .... package holidays to Cancún – starting from just $1000!
Escape the British chill this winter by travelling to beautiful Cancún. Cancún's white sandy beaches and **2)** .... waters make it a paradise for beach lovers. Add to this a vibrant **3)** ...., proximity to spectacular Mayan **4)** .... and lush **5)** .... and you have Mexico's most popular tourist spot!
We have deals to suit every **6)** .... – whether you're a luxury traveller just looking for a little **7)** ...., or a **8)** .... backpacker in search of your next adrenalin rush.
Call one of our agents today on 0492 9432 0002 to find out more about this – and other – **9)** ....

Accidents & breakdowns

9 Complete the following news snippets with these words: *jack-knifed, rescue operation, fatalities, skidded, control, oncoming, emergency landing, brakes, control tower, overtaking, error.*

1 'According to reports, the driver lost .... of his vehicle and ploughed into .... traffic after suffering a heart attack at the wheel.'
2 'The A249 was blocked for more than two hours this evening after a lorry ....'
3 'There were five hospitalisations but no .... in the 3-car pile-up.'
4 'A .... has been launched to evacuate workers from an oil tanker in the North Sea.'
5 'Current indications are that the accident was the result of human .... and not a machine malfunction.'
6 'A flight carrying 120 passengers made a(n) .... at Mumbai airport this afternoon.'
7 'The driver who hit the pedestrian claims his .... failed.'
8 'Despite losing contact with the .... for more than 60 seconds, the pilot managed to land the plane safely.'
9 'The accident occurred when a driver .... on an oily surface as he was .... another vehicle.'

Phrasal verbs

10 Choose the correct particle.

1 I was lucky to escape serious injury after I was run **over/up** by a car.
2 We got stuck in the middle of nowhere when we ran **down/out** of petrol.
3 The engine gave **away/out** just before I could get off the motorway.
4 I pulled **through/over** onto the hard shoulder when I got a flat tyre.
5 I had to walk to the town centre after the bus broke **up/down** on the dual carriageway.
6 The road is very icy. If you don't slow **out/down**, we'll crash.
7 I was held **up/down** in a traffic jam after a truck crashed on the motorway.
8 She leaned out of the window and waved goodbye to us as the train pulled **out/away** of the station.

See Vocabulary Bank on p. 178

8

MADAGASCAR

the land that time forgot

If you are looking for a truly unique holiday experience that you will never forget, Madagascar is the place for you.

0 F It offers a variety of spectacular **scenery** from mountains, volcanoes and rainforests to arid deserts and golden sandy beaches. Its early separation from the African continent resulted in its flora and fauna going down a distinct **evolutionary** path, so it now has **species** that exist nowhere else on Earth. 1 The island has also got about 5000 km of coastline and the world's fourth largest coral reef just off the southwest coast, which is **abundant** in marine life. The unique **biodiversity** of the island has led to it being referred to as 'the land that time forgot' and is clearly one of the main reasons why anyone should visit.

Madagascar offers a wide variety of things to see and do and has been growing in popularity as a holiday destination in recent years. 2 The Masoala region in the north of the country is Madagascar's largest protected area and a must-see for nature lovers and even researchers. It is home to a diverse **array** of amazing creatures including the red-ruffed lemur, an impressive **subspecies** found nowhere else on the island; the brightly coloured and very cute gold dust gecko; and a variety of chameleons. For those who like to get wet, the Masoala region includes a **marine** park with some of the most **pristine** and interesting marine environments in the world. 3 Nobody should leave Madagascar without seeing the **towering** national tree of the country, the baobab tree. For this, a trip south is necessary. Travel through the **lush** volcanic region of Ampefy, known for its spectacular waterfall and **geysers** and down to the magical universe of the baobabs in the Andohahela National Reserve. These strangely-shaped trees are sure to leave a lasting impression on you. 4 Hit the waves and experience the island's surf thrills or simply **take a dip** or laze your day away at the magnificent Ifaty beach, where you can relax to the sound of the sea.

If, after all that nature, you feel like getting back to town, why not try a cultural tour of the capital Antananarivo, known as the City of Beauty, or check out its vibrant markets and taste the delicious Malagasy cuisine? 5 Visit the World Heritage site of the Palace of Ambohimanga, home to the Merina **dynasty** in the 19th century and built on a much earlier sacred site. Alternatively, check out the Museum of Ethnology and Paleontology in Antananarivo and get a fascinating glimpse of how Madagascar's ancient inhabitants lived. In Madagascar, there is no **shortage** of things to see and do. 6

Reading Missing sentences

1 What do you know about Madagascar? Why do you think it is called the *land that time forgot*? Read and find out.

2 Do the reading task. Justify your answers.

Read the text from which seven sentences have been removed. Match the sentences (A-I) to the gaps (1-6) so that the text makes a coherent and logical whole. There are two extra sentences that do not match any gap.

A Moreover, many foreigners come to photograph the wildlife.
B Or take the chance to learn some of the island's history.
C In fact, approximately 80% of the 200,000 species present in Madagascar are unique to the island.
D Scuba diving is popular here and you may also be lucky enough to see humpback whales.
E This huge island has a number of very impressive national parks and nature reserves.
F Madagascar is a very large island located in the Indian Ocean off the southeast coast of Africa.
G Once you've experienced this incredible island, you'll probably want to return time and time again.
H In fact, people have inhabited the island since the 4th century BC.
I Likewise the idyllic beaches and their crystal-clear waters will take your breath away.

3 Read the text again and answer the questions.

1 What is unique about Madagascar?
2 Name one national park of Madagascar.
3 What is special about the baobab tree and where can you see it?
4 Where can you go if you like archaeology?
5 What is the author's purpose?

4 Explain the words in bold. What part of speech is each?

5 Match the words to form collocations.

1	☐	spectacular	a	impression
2	☐	arid	b	lover
3	☐	sandy	c	area
4	☐	nature	d	tour
5	☐	fascinating	e	glimpse
6	☐	protected	f	scenery
7	☐	lasting	g	beaches
8	☐	cultural	h	desert

6 Fill in: *in*, *of* (x2), *on*, *out*, *to*.

1 You should check .... the national museum while you're there.
2 There is no shortage .... things to see there.
3 This destination is growing .... popularity.
4 The country is home .... some amazing wildlife.
5 The landscape will surely leave a lasting impression .... the visitor.
6 The island caters for a diversity .... interests.

7 Choose the correct word.

1 They went on a **cruise/journey** around the Mediterranean.
2 The sea **voyage/trip** was rough and few managed to avoid getting seasick.
3 They spent a long time planning their round-the-world **trip/excursion**.
4 Our travel company offers tailor-made trekking **expeditions/voyages** in the Sumatran jungle.
5 When you're in New York make sure you do a city walking **tour/trip**.
6 That tour company offers daily **excursions/expeditions** to Rome.
7 How long is the train **journey/trip** from Istanbul to Athens?
8 We had a pleasant day's **journey/outing** at the wildlife park.

8 **Think!** Would you like to visit Madagascar? What would you expect from your trip? How do you think you would feel there? In five minutes write a few sentences. Tell the class.

9 ICT In groups find out more about Madagascar and its people. Present the information to the class.

Listening Matching

10 Read the rubric and the statements A-F. Then do the listening task.

> You will hear five people talking about travel and holiday. Match the statements A-F with the speakers (1-5). There is one extra statement that does not match any speaker.

A I couldn't have imagined a better honeymoon.
B I never looked back.
C I didn't think I'd like the place at first.
D I think voluntourism is a good way to travel.
E I finally did what I had always wanted to.
F It's important to treat yourself every now and again.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Dialogue

11 Read the rubric and do the task in pairs.

> You and your friend would like to go on holidays together. You have different ideas about what would be the best type of holiday and place to go. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English Passive voice/ Causative form

- Thousands of tourists visit the Sphinx every year.
  The Sphinx **is visited by** thousand of tourists every year.
- You must show your passport at the check-in desk.
  Passports **must be shown** at the check-in desk.
- He insisted that she fasten her seatbelt.
  He **made her fasten** her seatbelt.
- They asked Paul to drive them to the airport.
  They **had Paul drive them** to the airport.
- She persuaded him to book business-class tickets.
  She **got him to book** business-class tickets.
- They believe he has left the country.
  It is believed that he has left the country.
  He is believed to have left the country.
- The boys' mother is packing their clothes for them.
  The boys **are having their clothes packed**.

1 Complete the sentences using the word in bold. Use two to five words.

1 Thousands of people celebrate the festival every year.
BY The festival ....
.... of people every year.

2 The cleaner is tidying the couple's room for them.
HAVING The couple ....
.... tidied.

3 The hotel manager insisted that they pay for the damage.
MADE The hotel manager ....
.... for the damage.

4 She asked her brother to collect her plane tickets.
HAD She..
.... her plane tickets.

5 He persuaded them to enter the tourist shop.
GOT He ....
.... the tourist shop.

6 They believe she has flown to Madrid.
BELIEVED She ....
.... to Madrid.

7 I will ask the porter to bring our bags to our room.
HAVE I ....
.... our bags to our room.

8 They had to check the plane's engine before take-off.
CHECKED The plane's engine ....
.... before take-off.

9 They think that the weather will improve tomorrow.
THOUGHT It ....
.... will improve tomorrow.

10 Is the porter taking Mary's luggage into the hotel?
TAKEN Is Mary ....
.... into the hotel?

- *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 The council is going to demolish the old hotel next week.
PULLED The old hotel is ....
.... next week.

2 She lost her phone on the train.
MISSING Her ....
.... on the train.

3 They cancelled their journey because they were sick.
CALLED Their journey ....
.... because they were sick.

4 Thick fog meant that flights didn't leave on time.
PREVENTED Flights ....
.... on time due to thick fog.

5 They are bound to be tired after the long flight.
DOUBT There is ....
tired after the long flight.

6 Tourists had to leave the hotel because of the fire.
EVACUATED The hotel had to ....
.... of the fire.

7 Someone has disconnected the power in the hotel.
CUT The power in the hotel ....
.... by someone.

8 You can receive information on the journey via email.
OBTAINED Further information on the journey ...
.... via email.

9 His friends said goodbye to him at the airport.
OFF He ....
.... by his friends at the airport.

10 It is forbidden to travel abroad without a passport.
ALLOWED You ....
.... abroad without a passport.

11 People think the airline will go bankrupt soon.
EXPECTED The airline ....
.... soon.

12 The tour guide advised us to avoid certain areas of the city.
STAY We ....
.... from certain areas of the city.

13 Lisa didn't accept Tina's offer of a free holiday.
DOWN Tina's offer of a free holiday ....
.... Lisa.

14 His parents didn't let him pay for the aeroplane tickets.
REFUSED His parents ....
.... for the aeroplane tickets.

15 You can go sightseeing on a tour bus free of charge on Sundays.
COSTS It ....
on a tour bus on Sundays.

• *Word formation*

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

Bubble cars were a **0)** *variety* of small economical **VARY**
cars that were first produced in the 1950s. They
were originally built as a cheap **1)** .... **ALTERNATE**
to the larger, more expensive models of the time
and became popular with first-time car owners.
These little cars, with roofs shaped like bubbles,
became a symbol of youth and **2)** .... , **DEPEND**
and were even the subject of a hit pop song in
1958. But over the years, the idea of 'bigger is
better' swept the world and people began to
choose larger, faster and more **3)** .... **COMFORT**
cars. The bubble car was largely forgotten – until,
at an **4)** .... in China in 2010, it was **EXHIBIT**
reborn in the form of three new models known as
EN-Vs (electric networked vehicles). Built through
a **5)** .... between an American and a **PARTNER**
Chinese company, EN-Vs run on electricity and
have the **6)** .... to communicate with **ABLE**
each other via satellite to avoid accidents. As with
the original bubble cars, EN-Vs are most
7) .... for travelling short distances **SUIT**
within cities. And with more than 60% of the
world's **8)** .... expected to be living in **POPULATE**
cities by 2060, EN-Vs could well be the cars of the
future!

• *Lexical multiple choice items*

4 Choose the correct answer.

1 The 5 pm train is always on ....
A timetable B target C track D schedule

2 We flew with the airline with the largest baggage ....
A allowance B space C permit D portion

3 Let's pick up some holiday ...... at the travel agent's.
A catalogues C brochures
B magazines D booklets

4 The weather was so bad, the ferry couldn't ....
A disembark B dock C connect D park

5 I have no sense of ....
A situation C position
B location D direction

6 I'd like a(n) ...... seat if possible.
A passage B aisle C lane D walkway

7 He can't read in cars or buses – he gets travel ....
A sickness B illness C fatigue D strain

8 I need to apply for a new passport – mine has ....
A terminated C elapsed
B invalidated D expired

9 Please ...... the local culture and dress conservatively.
A respect B retain C admire D value

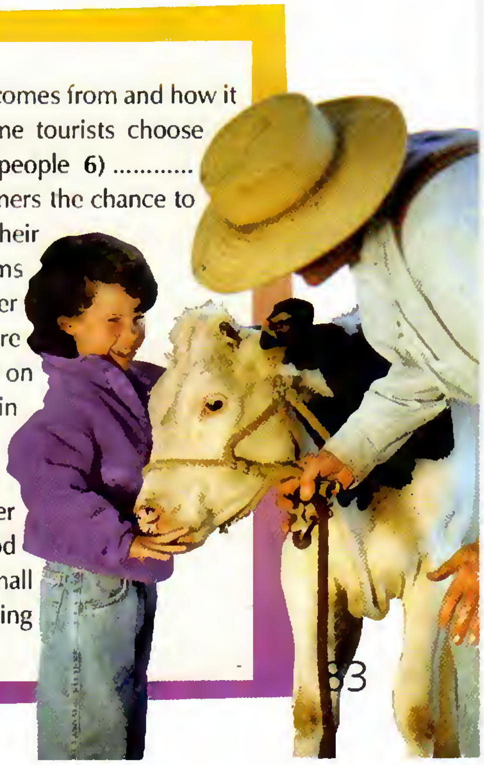
10 Are you sure the car is the best option for such a long ....?
A excursion B travel C voyage D journey

• *Open cloze*

5 Read the text and complete the gaps with the correct missing word.

Agritourism

Are you tired **0)** *of* going to the same seaside resort every summer? Then **1)** .... not try an agritourism holiday! Agritourism involves visitors staying on farms and experiencing an agricultural way **2)** .... life. In the last twenty years or so, small family-run farms around the world have had to compete **3)** .... large-scale industrial farms that employ thousands of people to produce more goods at less cost. Therefore, a lot of small farms need extra income in order to survive. One way they can earn more is through agritourism. There are a lot of different forms of agritourism, from visitors picking grapes in a vineyard to milking cows on a dairy farm. In general, though, most visitors choose agritourism holidays for educational reasons. Most agritourists are urban dwellers, **4)** .... of whom have never seen farm animals before. Agritourism gives **5)** .... people the chance to discover where the food they eat comes from and how it is produced. Another reason some tourists choose agritourism is because it gives people **6)** .... parents or grandparents were farmers the chance to discover the lifestyles of their forebears. Some agritourism farms even recreate farms from other time periods. So, whether you are looking for a chance to herd cattle on a ranch in Texas or make cheese in an English farmhouse, agritourism **7)** .... be an enjoyable alternative for your summer holiday. Not only is it usually good value but it **8)** .... supports small farms and the traditional farming way of life.



Writing A third-person narrative

A **third-person narrative** is a real or imaginary story about what happened to someone other than the narrator and is written in the third person *(he/she/they)*. A third-person narrative consists of:

- an **introduction** in which we set the scene in an appealing and interesting way to help the reader visualise the scene and want to continue reading. We should state who was involved in the story, as well as when and where it happened.
- a **main body** consisting of two or more paragraphs in which we develop the story and present the events in the order in which they happened.
- a **conclusion** in which we say what happened in the end and describe people's feelings, and make final comments or reactions.

Notes:

- Before we start writing, we should decide on a plot line for our story. We write the events in the order that they happened and use linking words to show this sequence *(first, then, next, before, while, as soon as)*.
- To make our narrative more interesting, we should use a variety of **expressions**, **adjectives**, **adverbs** and **verbs**. *As he had time to kill, he ambled slowly towards the abandoned cottage.*

  Techniques to start/end a story
- We start our story with a beginning that will catch the reader's attention and make them want to continue reading. To do this we can:
  - use senses to set the scene and describe the atmosphere or create mystery and suspense. *It was a freezing cold winter's night and fog covered the town as we walked along the seafront.*
  - use direct speech. *"Never believe what they tell you," old Mr Brooke used to tell us.*
  - ask a rhetorical question. *Have you ever felt so terrified that you thought you would faint?*
  - address the reader directly. *You've probably heard a few scary ghost stories before.*
  - refer to feelings. *They couldn't believe their eyes.*
- To end our story we can
  - use direct speech. *"I'll never forget you," said the girl.*
  - ask a rhetorical question. *Why did it have to happen to me?*
  - describe people's feelings or reactions. *They were exhausted but were relieved to be alive.*

1 Read the rubric, underline the key words and answer the questions.

> A teenage magazine is running a competition for the best short story. The story must end with the words: *They were both very glad to be safe and sound.* Write your story (200-250 words) for the competition.

1 What might your story be about?
   A A day in the life of a student.
   B An accident that happened.
2 Which of the following could your story be about?
   A You and your friend.
   B Two teenagers.
3 Who is going to read your story?
4 How many paragraphs should your story have?
5 What should the last sentence of your story be?

2 **Read the story and underline the correct tenses. Then, put the events in the order they happened.**

A ☐ They dived into the sea.
B ☐ They heard a loud cracking noise.
C ☐ They saw a cove.
D *1* Mike and Dave were standing on the deck of their boat.
E ☐ They got out of the sea.
F ☐ The boys were rescued by the coastguard.
G ☐ Mike shouted to get the radio from the sinking boat.
H ☐ They dropped anchor.
I ☐ They felt cold in the water.
J ☐ They ran to the boat.

3 **a) What adjectives does the writer use to describe the** *sky, islands, day, water, sound***?**

b) Fill in the adverbs the writer uses to describe these verbs:

1 squawk ....
2 swirl ....
3 smile ....
4 said ....
5 run ....

4 **a) Which techniques has the writer used to start/end his story?**

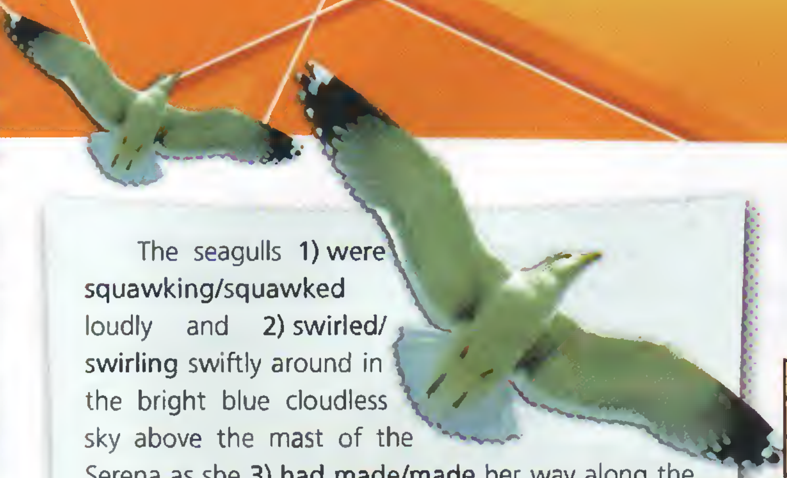
b) Use another technique to write a beginning/ending for the story.

....

....

....

....



The seagulls **1) were squawking/squawked** loudly and **2) swirled/swirling** swiftly around in the bright blue cloudless sky above the mast of the Serena as she **3) had made/made** her way along the coast and past tiny uninhabited islands. Mike and Dave **4) had been waiting/had waited** for weeks for the chance to go on a sailing trip and **5) had stood/were standing** on the deck smiling happily. It was a perfect day for sailing.

"Look! Let's stop in that lovely cove over there for a swim. It's ideal for dropping the anchor," said Dave confidently as he **6) turned/had been turning** the wheel and directed the boat towards the shore. As soon as they **7) were anchoring/had anchored** the boat, they dived into the beautiful clear turquoise water for a swim and some snorkelling. After a while they started to feel slightly cold and decided to swim to the beach.

As they **8) came/were coming** out of the water onto the beach, they suddenly **9) had heard/heard** a cracking sound and looked around to see that their sailing boat **10) had just smashed/had been smashing** into the rocks. "Quick! Get to the radio before the boat sinks," screamed Mike. They both **11) were running/ran** frantically to the boat and grabbed the radio.

An hour later the two boys were sitting in the coastguard rescue boat. They were cold and tired but they were both very glad to be safe and sound.

5 Put the adjectives in the list in the correct box.

- perfect • pleased • unhappy • ideal
- beautiful • glad • tiny • huge • cheerful
- terrible • great • gigantic • enormous
- thrilled • fabulous • upset • horrible
- depressed

good/nice	
bad	
small	
big	
happy	
sad	

6 Fill in the correct synonym or antonym: *disappointed, fascinated, stressed, scared, thrilled, relaxed.*

	synonym	antonym
anxious	worried	1) ....
frightened	2)	unafraid
excited	3)	bored
delighted	overjoyed	4) ....
relieved	calm	5) ....
impressed	6)	unmoved

- *Your turn*

7 Read the rubric and underline the key words.

Your teacher has asked you to write a short story. The story must end with the words: *They were so relieved to be back home with their families.* Write your story (200-250 words).

8 a) Listen to someone telling the story and keep notes. Then, answer the questions.

1 Who is/are the main character(s) in the story?
2 How does the story begin?
3 What is the climax event in the story?
4 How does the story end?
5 How does/do the character(s) feel(s) in the end?

b) Now use your notes to write your story. Follow the plan. Use the phrases in the Useful Language box.

Plan

Introduction
(Para 1) *Set the scene (who, where, when, what).*
Main Body
(Paras 2-4) *Develop the story, including description of the events in the order they happened.*
Conclusion
(Para 5) *End the story, describe characters' feelings, reactions.*

Useful Language

- It was a … day *(last year/month etc)* and … .
- *(They)* had arranged to spend the *(day/weekend etc)* at/by … . • Now *(they)* were … . • When *(they)* … , it/they started/began … . • Suddenly, … . • For a moment/At first … , but then … .
- *(They)* immediately … . • *(Two hours)* later, … .
- They felt … . • They couldn't believe it was over.
- It had been … .

8

Reading Multiple choice

1 What do you know about Jules Verne? What types of novels has he written? Have you read *Around the World in Eighty Days*? If yes, what is it about?

2 a) Read the rubric and the first sentence in each paragraph. Which country is the extract about? Which characters appear in it?

b) Do the reading task. Justify your answers.

Read the excerpt from the novel *Around the World in Eighty Days* by Jules Verne. For questions 1-5 choose the correct option, A, B, C or D.

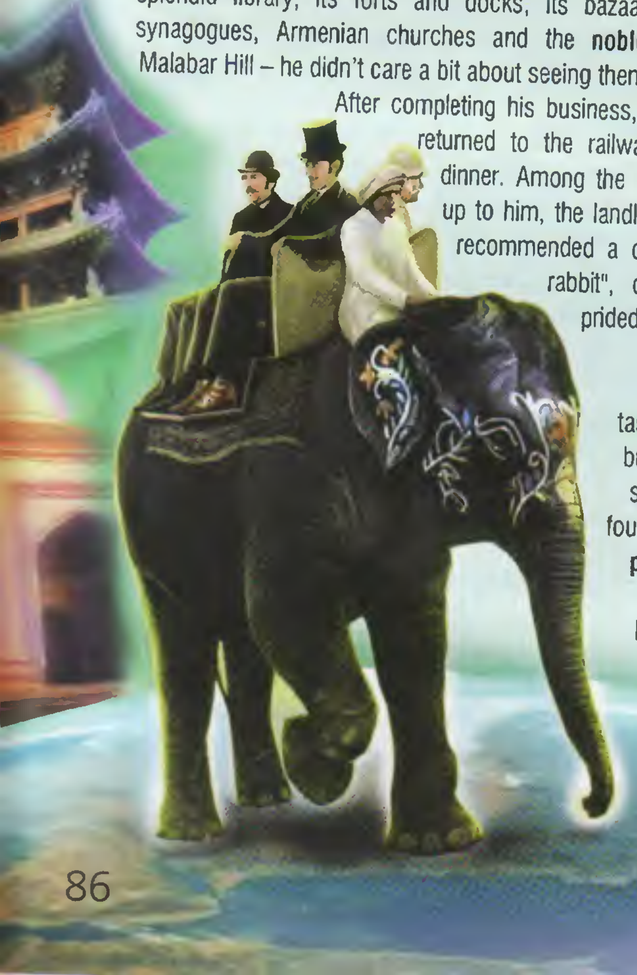
Around the world in eighty days

by Jules Verne (adapted)

Formerly one was obliged to travel in India by the old time-consuming methods of going on foot or on horseback; now fast steamboats are found on the Indus and the Ganges, and a great railway, with branch lines joining the main line at many points on its route, crosses the peninsula in three days. This railway does not run in a straight line across India. The distance between Bombay and Calcutta, as the crow flies, is only around one thousand miles, but the **winding** of the track increases the distance by more than a third.

The passengers of the *Mongolia* went ashore at 4.30 pm; at exactly 8 pm the train would leave for Calcutta.

Mr Fogg, after bidding **farewell** to his cards partners, left the steamer, gave his servant several **errands** to do, urged him to be at the station **promptly** at eight, and headed for the passport office. As for the wonders of Bombay – its famous city hall, its splendid library, its forts and docks, its bazaars, mosques, synagogues, Armenian churches and the **noble** pagoda on Malabar Hill – he didn't care a bit about seeing them.



After completing his business, Phileas Fogg returned to the railway station for dinner. Among the dishes served up to him, the landlord especially recommended a certain "native rabbit", on which he prided himself.

Mr Fogg accordingly tasted the dish, but, despite its spiced sauce, found it far from **palatable**. He rang for the landlord, and asked him, fixing his clear eyes upon him, "Is this rabbit, sir?"

"Yes, my lord," the rogue boldly replied, "rabbit from the jungles."

"And this rabbit did not mew when he was killed?"

"Mew, my lord? What, a rabbit, mew? I swear to you."

"Be so good, landlord, as not to swear, but remember this: cats were formerly considered sacred animals in India. That was a good time."

"For the cats, my lord?"

"Perhaps for the travellers as well!"

Passepartout, meanwhile, having **purchased** the usual **quota** of shirts and shoes, took a leisurely promenade along the streets, where crowds of people of many nationalities were collected. It happened to be the day of a religious carnival, with processions and shows. Indian dancing girls, clothed in rose-coloured gauze tied with gold and silver, danced airily, but with perfect **modesty**, to the sound of viols and tambourines. It is needless to say that Passepartout watched these curious ceremonies with staring eyes and a gaping mouth.

Unfortunately, his curiosity took him unconsciously farther away than he intended to go. At last, having seen the carnival wind away, he was turning his steps towards the station, when he happened to spot the splendid pagoda on Malabar Hill, and was overcome with an **irresistible** desire to see its interior. He was quite ignorant that it is forbidden to Christians to enter certain Indian temples, and that even the faithful must not go in without first leaving their shoes outside the door. Passepartout went in like a simple tourist, and was soon lost in admiration of the splendid **ornamentation** which everywhere met his eyes. He looked up to **behold** three **enraged** priests, who fell upon him, tore off his shoes, and began to beat him with loud, **savage** exclamations. But the **agile** Frenchman was soon upon his feet again, and soon escaped the priests by **mingling** with the crowd in the streets.

At five minutes to eight, Passepartout, hatless, shoeless, and having in the **squabble** lost his package of shirts and shoes, rushed breathlessly into the station. He related his adventures in a few words to Mr Fogg, who said coldly: "I hope that this will not happen again."

Just then the locomotive gave a sharp screech, and the train set off into the night.

1 According to the narrator, Indian trains do not take the shortest possible route to Calcutta because of the
- A climate.
- B competition from steamboats.
- C number of bends in the railway.
- D number of places they call at.

2 Fogg's attitude towards the sights of the city is
- A enthusiastic.
- B cautious.
- C respectful.
- D indifferent.

3 Fogg suggests the landlord is a
- A liar.
- B good cook.
- C rude person.
- D cat lover.

4 Passepartout went too far on his walk because he
- A was so interested in the festivities.
- B couldn't find the pagoda.
- C needed to find clothes to buy.
- D became part of a procession.

5 Passepartout nearly missed the train to Calcutta because he
- A got stuck in a crowd.
- B was attacked.
- C enjoyed visiting the pagoda so much.
- D needed time to try to find the shirts and shoes.

3 Match the words in bold to their synonyms: *tasks, grand, bought, twisting, exactly, tasty, goodbye, powerful, shyness, angry, fight, share, see, moving quickly and easily, decoration, wild, mixing.*

4 Complete the gaps with: *spiced, staring, went, bid, leisurely, gaping, irresistible, mingle, breathlessly, admiration*. Use the phrases to make sentences based on the text.

1 .... ashore
2 .... farewell
3 .... sauce
4 take a(n) .... promenade
5 .... eyes
6 .... mouth
7 .... desire
8 lost in ....
9 .... with the crowd
10 to rush ....

5 **Think!** What would you do with three and a half hours to spend in an Indian city like the one described in the novel? Tell the class. In three minutes write a few sentences.

Listening True/False statements

6 Read the rubric and do the listening task. Compare answers with your partner.

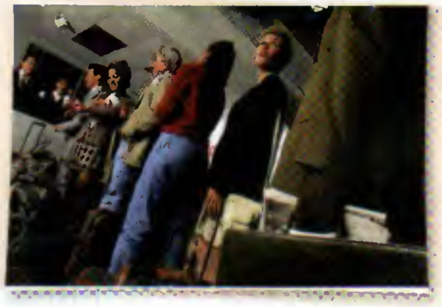
You will hear a historian giving a talk about early travel and travel literature. Mark the statements (1-5) *T* (True) or *F* (False).

	True	False
1 The writings of Homer prove that he was well-travelled.		
2 The lecturer states that today's travellers have a different social status to ancient travellers.		
3 Pausanias wrote books about 10 different countries.		
4 An early example of early European travel literature concerns mountain climbing.		
5 According to the lecturer, in the 1800s nearly all important writers wrote travel literature.		

Speaking Describe a picture & answer questions

7 Read the rubric and do the task. Describe the picture as accurately as possible.

Describe the picture, then answer the questions.



1 What do you think the woman in the dark jacket is thinking?
2 Do you have any fear of flying? Why?/Why not?
3 Can you describe the longest journey you've ever made?

Culture III

1 What do the pictures tell you about Wales? What impression of Wales do you get from looking at them?

2 Read the text and for each gap (1-6) choose the correct sentence (A-I). There are two extra sentences.

A Indeed, the daffodil and leek are the national symbols of Wales.
B It took a long time for this to pass.
C Like England, Wales was a land of great mineral wealth.
D Its use is supported by national policy.
E Welsh laws were abolished and the Welsh language was banned.
F Rugby union is seen as a symbol of Welsh national identity.
G Wales clearly has its own national identity.
H However, peace was short-lived.
I Today, Wales is part of the UK and Queen Elizabeth II is head of state.

3 Read the text and mark the sentences *T* (true) or *F* (False) or *DS* (doesn't say).

1 The Silures and Ordovices were the only Welsh tribes to put up any fight against the Romans. ......
2 The majority of Welsh people were unhappy with the Roman occupation. ......
3 Romano-British kingdoms formed quickly once the Romans left Wales. ......
4 Today, the Welsh pass their own laws on economic matters. ......
5 Everyone in Wales must take Welsh classes at some point during their education. ......
6 The Welsh see themselves as culturally distinct from the English. ......

4 Match the words in bold in the text to their meaning.

1 to assert ownership of
2 a unit of an army
3 part/component
4 the invasion, conquest, and control of a nation by foreign armed forces
5 to add (territory) by conquest or occupation
6 uprising/rebellion
7 a place where minerals are removed from the earth
8 a group of persons gathered together for a common reason, e.g. for legislative purposes

Country Fact File
Name: Wales, Cymru
Location: western part of the island of Britain
Size: 20,779 sq km
Population: 2,999,300
Capital: Cardiff

Wales

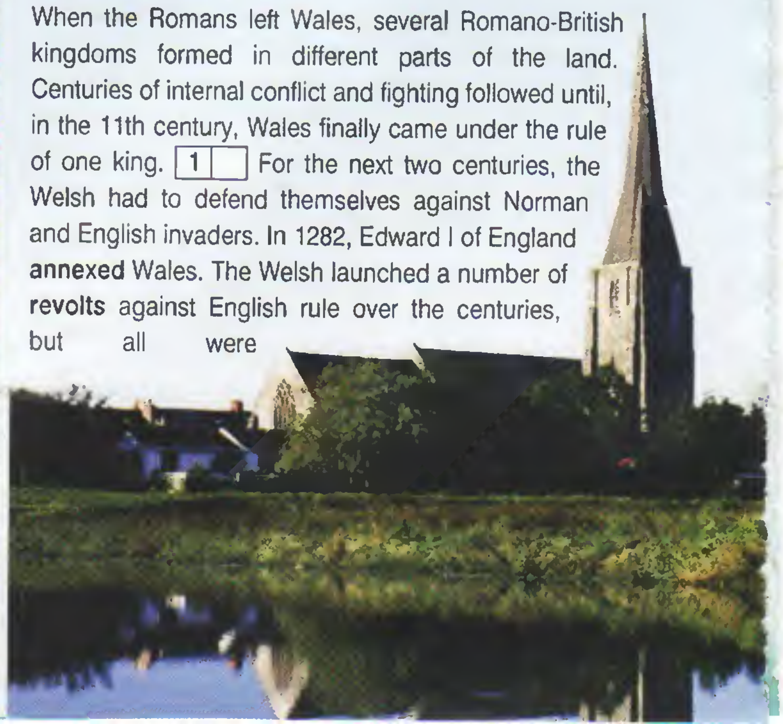
Land of castles

A Roman province

Wales is a land of castles and legends. It has been inhabited for thousands of years, although little is known of its history before the Romans showed up in 48 BC. It took the Romans thirty years to conquer Wales. Their struggle was made difficult because of the fierce (but ultimately unsuccessful) resistance put up by Welsh tribes, and two in particular: the Silures and the Ordovices. The Romans enslaved many of the natives and set them to work in local **mines** extracting precious metals like gold, copper and lead. 0 C This was well-known to the Romans and was one of the expected benefits of conquest. Although the Romans encountered resistance to their presence throughout their **occupation**, the upper classes of Wales began to consider themselves Roman, particularly after the ruling of 212 AD that granted Roman citizenship to all free men throughout the empire. The last Roman **legions** pulled out of Wales at the beginning of the fifth century AD.

Centuries of upheaval

When the Romans left Wales, several Romano-British kingdoms formed in different parts of the land. Centuries of internal conflict and fighting followed until, in the 11th century, Wales finally came under the rule of one king. 1 For the next two centuries, the Welsh had to defend themselves against Norman and English invaders. In 1282, Edward I of England **annexed** Wales. The Welsh launched a number of **revolts** against English rule over the centuries, but all were



successfully put down by the English. In 1535, Henry VIII united Wales with England. 2 ☐ Many people accepted the union, believing that with English law, the country would turn into a more peaceful and orderly one. Others, however, believed they were giving up their cultural heritage and identity.

A land at peace

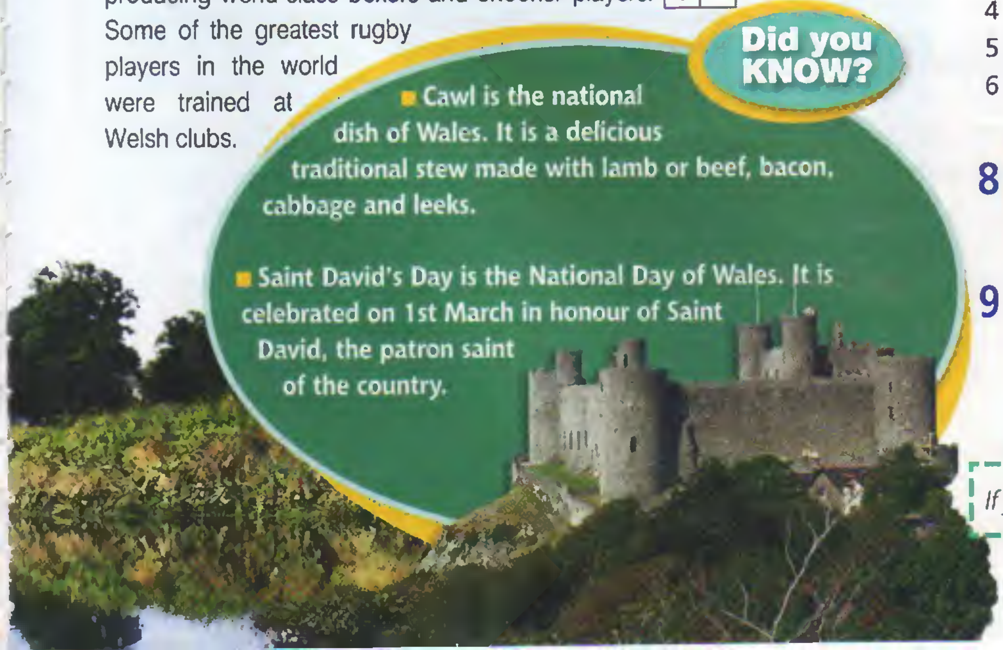
3 ☐ However, Wales has its own national **assembly** and makes its own decisions on matters such as health, education, transport and agriculture. Wales is a beautiful country with a diverse landscape. It is a land of mountains, river valleys, plains and long coastlines. It is home to a range of mammals and birds, including foxes, badgers, otters, merlins and puffins. Basking sharks, dolphins and seals pay regular visits to its coasts. Wales has a huge variety of native plant life. 4 ☐ Wales also has more medieval castles than any other country, including Britain's first stone castle.

A proud nation

Despite being a UK country, the Welsh remain fiercely protective of their culture and heritage, and maintain a distinct national identity. The Welsh language is an important **element** of Welsh culture. 5 ☐ Welsh is a compulsory subject in schools and, together with English, is an official language of Wales. Over 20% of the population speak Welsh. The Welsh are extremely proud of their achievements in the arts and in sport. Wales can **lay claim to** some tremendous acting talent. Anthony Hopkins and Catherine Zeta Jones are famous across the world. The poet Dylan Thomas (1914-1953) is recognised as one of the greatest poets of the twentieth century. Wales has a tradition of producing world-class boxers and snooker players. 6 ☐ Some of the greatest rugby players in the world were trained at Welsh clubs.

Did you KNOW?

- Cawl is the national dish of Wales. It is a delicious traditional stew made with lamb or beef, bacon, cabbage and leeks.
- Saint David's Day is the National Day of Wales. It is celebrated on 1st March in honour of Saint David, the patron saint of the country.



5 Complete the sentences with the correct form of the verbs in the list: *enslave, extract, launch, conquer, encounter.*

1 The conquerors killed the men and .... the women and children.
2 The Aztec and Inca empires in Mexico .... by Spain in the sixteenth century.
3 The army .... many obstacles during their long campaign.
4 The army decided .... its attack at daybreak.
5 Mining engineers deal with discovering, ... and processing mineral deposits from the earth.

6 Match the words to form collocations.

1 ☐	cultural	a	conflict
2 ☐	medieval	b	subject
3 ☐	national	c	classes
4 ☐	compulsory	d	heritage
5 ☐	internal	e	assembly
6 ☐	upper	f	castle

7 Find phrasal verbs in the text which mean:

1 offered
2 left
3 was governed by
4 brought to an end
5 become
6 sacrificing

8 **Think!** Why do you think the Romans finally left Wales? Discuss.

9 Why do you think people would want to visit Wales? Write a paragraph. Present it to the class.

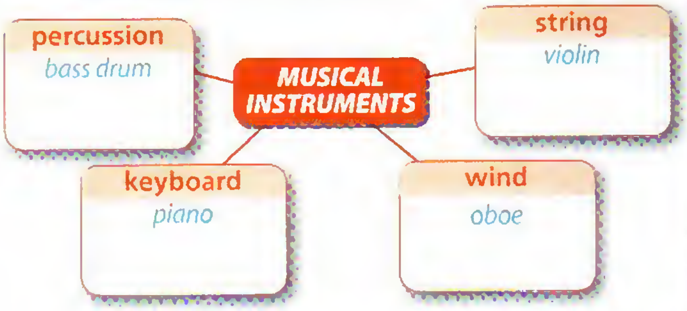
Welsh proverb

If you want to be a leader, be a bridge.

MODULE 9 Culture

Vocabulary Music

1 In a minute write as many musical instruments as you can think of to complete the spidergram. Which is your favourite?



2 Fill in: *sound, lead, hit, recording, rave, notation, score, industry, sold, composes.*

1 Lady Gaga's first international .... single was 'Just Dance' in 2008.
2 He writes and .... music.
3 She is finding it very difficult to make a career in the music ....
4 The dance club has a state-of-the-art .... system with speakers all over the room.
5 The band's debut album earned them .... reviews from critics.
6 Terry's favourite member of the band is the .... singer.
7 The musical .... for the hit TV show was composed by Tom Cody.
8 The musician's album was produced in a .... studio in London.
9 I wish I could read music ....
10 I wanted to go to that concert but it was .... out.

Literature

3 a) Fill in with: *collections, established, independent, contemporary, extracts, singled.*

Four poems, two by emerging poets and two by **1)** .... poets, have been **2)** .... out for praise by the judges of this year's *Brooks* prize. The purpose of the *Brooks* prize is to raise the profile of **3)** .... poetry, says head judge Charlotte Bloch. Bloch, who is the author of over twenty **4)** .... of poetry, will be reading **5)** .... from the four poems tonight at *Bloomsfield Books*, the **6)** .... bookstore on Main Street.

b) Fill in with: *best, sold, topped, paperback, published, contributor, book, spanned.*

Brazos Bookstore proudly presents a **1)** .... signing and discussion with **2)** ....-selling author James Kloss. Kloss will read from his latest novel, *Lightning Five*. **3)** .... earlier this month, *Lightning Five* immediately **4)** .... the *New York Times* bestseller list. The book has already **5)** .... 30,000 hardback copies in the UK, while its **6)** .... version is expected to sell more than 100,000 copies. Kloss's prolific career has **7)** .... more than four decades. He is a regular **8)** .... to the magazine *The Monthly Review*. Don't miss what promises to be an entertaining evening!

4 Identify the literary device each sentence uses: *hyperbole, rhyme, metaphor, simile, irony, alliteration.*

1 I'm so tired I could sleep for a hundred years!
2 Her hair is as soft as silk.
3 He is a lion in battle.
4 Wonderful 'express' service – taking seven days to arrive!
5 The woolly walrus waits for when we'll walk by.
6 The fat cat with the red hat sat happily on his little mat.

Theatre

5 Fill in the correct words: *seated, last, lead, theatre, opening, dress, title.*

Theatre Superstitions

Before a play is about to begin on the **1)** .... night you might hear someone say, 'break a leg' to one of the **2)** .... actors. But don't worry; the person isn't hoping that the actor will get hurt. In the theatre 'break a leg' actually means 'good luck'! Another superstition in the theatre concerns Shakespeare's play Macbeth. To avoid bad luck or something bad happening to the actor in the **3)** .... role, casts performing Macbeth are not supposed to utter the name of the play. Instead, they must call it 'the Scottish play'. Also, it is considered bad luck to complete a performance of a play without a(n) **4)** .... audience. Therefore, in some **5)** .... companies, the cast never says the **6)** .... line of a play during a **7)** .... rehearsal.

Visual arts

6 Fill in with: *palettes, landscape, up-and-coming, engravings, canvases.*

School of
Visual Arts
Summer Exhibition,
July 8 – 18th

Artists:
Alice Kowlposky – Dan Nieuwenheuys

Alice Kowlposky is an exciting artist who uses a great variety of colour **1)** .... in her work. Alice will be exhibiting a series of recently completed **2)** .... paintings, painted on huge **3)** .... Dan Nieuwenheuys is a(n) **4)** .... artist whose series of wood **5)** .... of animals will amaze you with their precision and detail.

The press

7 Fill in: *weekly, lead, current, colour, release, foreign, press, figures, tabloids, broadsheet.*

1 The .... correspondent reported that the war had ended.
2 Today's *Evening Post* includes a .... supplement about the Football World Cup.
3 Last night's aeroplane crash was the .... story in every national newspaper.
4 Dave writes a .... column for his local paper.
5 Jen follows .... affairs by reading the news online.
6 The government issued a press .... to the newspaper about the election results.
7 .... are newspapers with small pages; they're less serious than the larger .... newspapers.
8 The tabloid .... is always full of sensationalist headlines.
9 The latest circulation .... show a 5% drop.

Films/TV

8 Fill in with: *played, directed, set, released, received, based.*

The film *Alice in Wonderland* was 1) .... in 2010. Tim Burton 2) .... it and Mia Wasikowska 3) .... the lead role of Alice. The film, which was 4) .... on Lewis Carroll's famous novel *Alice in Wonderland*, was 5) .... in a fantasy world called 'Underland'. The film 6) .... positive reviews from the critics.

9 Fill in with: *sports show, quiz show, reality show, chat show, sitcoms, dramas, documentary.*

1 I love this .... because they always discuss such interesting topics.
2 .... are shows which try to depict real life, but they have more action than normal to make them more interesting.
3 I'm bored with this .... It's supposed to be about their real lives, but it's all scripted!
4 I watched an amazing wildlife .... about lions in the Serengeti last night.
5 Both contestants on the .... were really good at answering the general knowledge questions.
6 .... are a genre of comedy that feature recurring characters in a common environment, accompanied with jokes as part of the dialogue.
7 I like this .... because every week they have a top athlete on as a guest.

Participation in culture

10 Fill in with: *opening, live, art, multiplex, concert, opera, listings.*

A: Would you like to go out this evening?
B: Yes, why not? What do you have in mind?
A: Well, I'd like to hear some **1)** .... music. There's an American jazz group playing at the **2)** .... hall in Henry Street. What do you think?
B: No thanks, I don't really like jazz. How about going to the **3)** .... house? It's the **4)** .... night of *Don Giovanni* today.
A: No, I'm not in the mood for that kind of thing. Would you like to see a play?
B: No, I checked the theatre **5)** .... earlier and there's nothing good on. I know! Let's go to the **6)** .... cinema to see a comedy.
A: That sounds OK, but I'd prefer to go to that **7)** .... house film that's on at the Washington Street Theatre. Would you mind?
B: No, that's fine. Let's get ready then.

See Vocabulary Bank on p. 180

Reading Gapped text

1 a) Name six sections in a newspaper. Which are your favourite ones?
b) What do you think makes a newspaper successful? What do you think can bring down a newspaper? Read through to find out.

2 Read the text and complete the gaps with the words from the box. There are two words which you do not need to use.

- advice • made • announced • established
- celebrities • influence • confidential • rumours

NEWS OF THE WORLD
THANK YOU & GOODBYE
After 168 years, we finally say a sad but very proud farewell to our 7.5m loyal readers
JACKO'S DEATHBED

END OF AN ERA

In July 2011, the biggest-selling Sunday newspaper in the English-speaking world printed its last-ever edition.

With its winning formula of crime, gossip and **scandal**, the *News of the World* was, for more than a century, as much a part of British life as tea, football and conversations about the weather. Every Sunday morning, the paper's **racy mix** of sport, scandal and politics was **hungrily devoured** by its millions of readers.

John Browne Bell, who **0)** *established* the *NoW* in 1843, was clear from the beginning about what would shift copies of his paper. Crime and scandal were what the public wanted to read about, Bell believed, so that was exactly what the *NoW* would give them.

Thanks to this simple but **inspired** formula, by the 1950s, the NoW was the biggest-selling English language newspaper on the planet. **Editions** of the paper regularly sold **in excess of** 8.5 million copies. No other British newspaper came close to matching the *NoW* in **1)** ...., profitability or popularity.

In 1984, the owners of the *NoW* decided to transform it from a broadsheet to a tabloid. As a tabloid, the *NoW* began to focus on celebrity **scoops.** Quickly, it gained a **reputation** for **exposing** the wrongdoings of the rich and famous. The *NoW* would send its journalists out in **disguise** to trap **2)** .... One of the *NoW*'s most famous **undercover** journalists was Mazher Mahmood. Mahmood would **pose** as a wealthy arab sheikh. In this disguise he successfully exposed the **corrupt** activities of many people in the public eye. In 2010, posing as the sheikh, Mahmood managed to get a group of international cricketers to admit they were **fixing matches** in international competitions. The story caused a **sensation**.

In 2006, **3)** .... of phone hacking began to surround the *NoW*. Soon, evidence accumulated that *NoW* journalists had, in order to get stories, illegally listened in on the private voicemail messages of thousands of Britons. Even politicians and members of Britain's royal family had been **targeted**. Evidence was also uncovered that the *Now* had paid bribes worth over £100,000 to police officers for **4)** .... information.

When the public learnt of these actions, there was a huge **outcry**. People were **outraged**. Soon, businesses began to pull their advertising from the *NoW*. In 2011, amid the withdrawal of advertising and public backlash, the *NoW* suddenly – and unexpectedly – **5)** .... that it would close. The king of Britain's Sunday newspapers was dead.

For many people, the decision to shut down the paper was astonishing. For better or worse, the *NoW* had become an essential expression of British life. Fifteen percent of British adults read it. Week in, week out, it outsold all Britain's other tabloids combined by more than a million copies.

But on 7 July 2011, after 168 years and 8,674 editions, the *NoW* really did roll off the presses for the last time. The day marked a **humiliating** and shameful end to a newspaper phenomenon.

3 Match the words to form collocations, then use them to complete the sentences.

1 ☐	shift	a	and famous
2 ☐	phone	b	formula
3 ☐	public	c	journalist
4 ☐	the rich	d	a bribe
5 ☐	undercover	e	message
6 ☐	voicemail	f	copies
7 ☐	winning	g	backlash
8 ☐	pay	h	hacking

1 I love reading about the lives of ....
2 There was a huge .... against the politician after it was revealed he had been involved in the scandal.
3 I think we're going to .... a lot of .... of this book.
4 .... is a crime – it's illegal to listen to somebody else's voicemail if they haven't listened to it themselves.
5 I don't think we should change a thing. We already have a ....
6 The .... posed as a corrupt businessman.
7 I left a .... on your phone yesterday – did you pick it up?
8 The man agreed to .... of £100,000 to get the business contract.

4 Complete the sentences with the verbs *outsell*, *announce*, *shut down*, *match*, *gain* in their correct form.

1 In Britain, tabloid newspapers always .... broadsheet newspapers.
2 I was really sad when I heard they were .... their business.
3 That journalist has .... a reputation for being a very aggressive interviewer.
4 Science magazines will never .... gossip magazines in popularity.
5 The newspaper .... today that its monthly sales were up 10%.

5 Summarise the text in about 60 words. Tell the class.

6 **Think!** Should the press balance freedom of expression with respect for privacy? In five minutes write a few sentences on the topic. Tell the class.

Listening Multiple choice

7 Read the rubric and do the task. Justify your answers.

> You will hear an interview about the BBC World Service. For questions 1-4, choose the correct answers, A, B, or C.

0 The BBC World Service's audience
[✓ A] is the largest of any radio broadcaster.
B numbers some 183 million listeners daily.
C are mostly English speakers.

1 In Asia and the Middle East
A most households listen to the BBC World Service.
B BBC radio presenters are often known by name.
C there are round-the-clock broadcasts in English.

2 Many European-language broadcasts stopped because
A more Asian language broadcasts were needed.
B listener numbers across Europe fell.
C Europeans prefer to listen in English.

3 The FCO funds the BBC World Service
A together with the UK public.
B from the BBC licence fee.
C exclusively at present.

4 The BBC's good reputation stems in part from its
A association with the UK government.
B independence from the UK government.
C talented editorial staff.

Speaking Dialogue

8 Read the rubric and do the task in pairs.

> You and your friend are preparing for a school forum on whether history lessons should be compulsory at all schools grades. You believe that everyone should learn history throughout their schooling but your friend has different ideas about it. Discuss your ideas and reach a consensus.

1 Give your ideas and arguments.
2 Find out your partners ideas and arguments.
3 Try to persuade your partner to accept your ideas.
4 Try to reach a compromise.

Use of English Reported speech

Special Introductory Verbs

- agree/demand/offer/promise/refuse/threaten/claim + *to* infinitive
- advise/allow/ask/beg/command/encourage/forbid/instruct/invite/order/permit/remind/urge/warn/want + sb + *to* infinitive
- accuse sb of/apologise for/admit (to)/boast about/complain (to sb) about/deny/insist on/suggest + *-ing* form
- agree/boast/claim/complain/deny/exclaim/explain/inform sb/promise/remark/suggest + clause (ALSO *explain to sb* + *how*)
- wonder where/what/how/whether + *to* infinitive *or* clause
- wonder why + clause

1 Complete the sentences using the word in bold. Use two to five words.

1 "I won the Best Actress award at the film festival," she said.
BOASTED She .... the Best Actress Award at the film festival.

2 "You're right, it's the best performance we've ever attended," he said.
AGREED He .... performance they'd ever attended.

3 "How about going to the theatre on Saturday?" he asked us.
SUGGESTED He .... to the theatre on Saturday.

4 "Don't forget to book two tickets for the opera," she said to him.
REMINDED She .... two tickets for the opera.

5 "I'm sorry I didn't turn up for the exhibition," she said.
APOLOGISED She .... for the exhibition.

6 "They dance very gracefully!" Kate said.
REMARKED Kate .... very gracefully.

7 "Can I afford such an expensive painting?" she asked herself.
WONDERED She .... such an expensive painting.

8 "Rehearse your lines before appearing on stage," the director said to the actor.
ORDERED The director .... his lines before appearing on stage.

- *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 "You mustn't enter the concert hall without tickets," he said to us.
FORBADE He .... the concert hall without tickets.

2 "I don't like this film," he said.
COMPLAINED He .... liking the film.

3 "Do try and practise the guitar a bit more," the music teacher said to him.
URGED The music teacher .... the guitar a bit more.

4 "OK, why don't I wait outside the cinema?" she said.
SUGGESTED She .... outside the cinema.

5 "No, I can't watch a horror film," he said.
REFUSED He .... a horror film.

6 "Don't worry. I'll meet you 15 minutes before the show starts," he said to me.
PROMISED He .... me 15 minutes before the show started.

7 "I didn't steal the painting," he said to the police officer.
DENIED He .... the painting.

8 "Do not touch the exhibits," the security guard said to us.
ORDERED The security guard .... hands off the exhibits.

9 "Don't be late for your audition," my agent said to me.
WARNED My agent .... late for my audition.

10 "You shouldn't leave your belongings unattended," he said.
ADVISED He .... our belongings unattended.

11 "First you put the CD in the player and then you press the play button," he said to her.
EXPLAINED He .... to use the CD player.

12 "You destroyed my dance costume, Brian!" she said.
ACCUSED She .... her dance costume.

13 "Please, please, give me your autograph," the girl said to the singer.
BEGGED The girl .... her his autograph.

• *Word formation*

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

Until he was six years old, all Kieron Williamson cared about was playing football. He 0) *certainly* wasn't devoted to art. That is until one day in May 2008, when Kieron and his family visited a harbour in Cornwall. It was there that Kieron's artistic talent was awakened. After staring at the boats and the 1) ...., he asked for some paper and a pencil, and, 2) .... to his mother, he started drawing for the first time. When the family returned home, Kieron began drawing and painting all the time. Eventually, a local artist saw some of Kieron's 3) .... and was amazed by his natural artistic 4) .... She offered to help Kieron develop his skills, and soon Kieron's paintings began to be displayed in 5) .... around the UK. Today, he is known as 'mini-Monet' and his 6) .... talent has earned him a considerable sum of money. Like many child prodigies, he may not always have such fame and fortune – he may even decide on a 7) .... different career – but his family are sure he will always find 8) .... in drawing and painting.

CERTAIN
SCENE
ACCORD
SKETCH
ABLE
EXHIBIT
EXCEPT
COMPLETE
PLEASE

• *Lexical multiple choice items*

4 Choose the correct answer.

1 I didn't like the film; the plot was too ....
A confused C circulated
B complicated D criss-crossed

2 She's a singer who can always hit the high ....
A notes B vibes C sounds D chords

3 He's been .... for lots of awards for his acting.
A honoured B selected C nominated D named

4 The novel is .... by one of its minor characters.
A expressed B narrated C described D dictated.

5 There's hardly any singing on the album; it's mainly ....
A classical B acoustic C instrumental D vocal

6 She loves the Harry Potter stories and wants to read all the books in the ....
A serial B series C sequence D cycle

7 Fiona Gleeson plays Elizabeth I very ....
A certainly B critically C convincingly D truly

8 The film is .... on a true story.
A based B taken C held D put

9 The gallery is .... an exhibition of landscapes paintings.
A displaying B holding C performing D staging

10 This sitcom is funny – every .... makes me laugh.
A excerpt B episode C production D chapter

• *Text completion – Grammar*

5 Read the text and complete the gaps by putting the verbs in brackets in the appropriate form.

Krzysztof Kieslowski – A Master Filmmaker

Krzysztof Kieslowski was one of the greatest Polish filmmakers of the 20th century. By the time he 0) *died* in 1996 at the age of just 54, he 1) .... **(make)** over forty films, many of which are today considered classics of European cinema. But it was not always Kieslowski's dream to become a filmmaker. As a teen growing up in Warsaw, he 2) .... **(struggle)** to decide on a career, even attending a fire fighter training school for a short time. But, while 3) .... **(work)** as a tailor for a theatre company, Kieslowski finally came into contact with the world of the arts. After two rejected applications, he 4) .... **(accept)** by the Łódź Film School and it was there that his talent for filmmaking developed. His first films 5) .... **(be)** documentaries, most of which explored the everyday lives of Poland's working class, but in the late 1970s he began writing screenplays for feature films. Kieslowski was a filmmaker who involved himself in all of the creative elements of a film. Kieslowski not only directed his films but wrote the screenplays, and worked very closely with his cinematographers and composers. Internationally, Kieslowski is best known for his final three films, *the Three Colours* Trilogy, which 6) .... **(base)** on the colours of the French flag and the qualities they 7) .... **(stand for)** freedom, equality and friendship. The three films won numerous awards, including the Best Film at the Venice Film Festival, and brought Kieslowski the international recognition he deserved. Today, his influence can still be seen in European cinema, and his films 8) .... **(study)** for their technical skill in film schools around the world.

9

Writing A review

A **review** is a short description of a book, film, play, TV series etc. It is written to inform readers and viewers and to give them our opinion/recommendation about whether or not we think is it worthwhile seeing a film/play/series/performance or reading a book. A review consists of:

- an **introduction** in which we summarise the book/film etc *(i.e. title, name of author/director, genre, setting, brief reference to plot etc).*
- a **main body** consisting of two paragraphs. In the first paragraph of the main body, we present the points of the plot in chronological order, and in the second paragraph we comment on the plot, the characters, the acting and directing, etc, without revealing the end of the story to the readers.
- a **conclusion** in which we recommend or do not recommend the book/film etc and give reasons to support our recommendation.

Reviews are normally found in newspapers, magazines, or letters and the style can be formal or informal, depending on the intended readers.

We normally use present tense and a variety of adjectives to describe the plot and make our comments clear and to the point.

1 Read the rubric, underline the key words, then answer the questions.

> An international students' magazine has asked its readers to write a review of a biographical film they have recently seen. Write the review, giving a brief summary of the plot and saying why cinemagoers might enjoy it (200-250 words).

1 Who is going to read the review?
2 Which tense should you mostly use?
3 Which of the following should you include?

A the name of the director
B the title of the film
C the director's biography
D the film genre
E general comments
F how the film ends
G whether or not you recommend it
H the main details of the plot
I whether your friends have seen it
J who the main characters are
K what your best friend thinks about it
L the leading actor's biography

2 Read the film review and match each heading to a paragraph.

THE KING'S SPEECH

The King's Speech

1 ☐ *The King's Speech* is a historical drama film about the unexpected rise to the throne of King George VI of Britain in the 1930s and his relationship with his speech therapist. Directed by Tom Hooper, the cast includes a number of talented actors including Colin Firth as King George VI (known as Bertie), Helena Bonham Carter as Queen Elizabeth, and Geoffrey Rush as the speech therapist.

2 ☐ The story begins when Bertie becomes king after his brother abdicates. However, Bertie suffers from a speech impediment and is considered by many to be unfit to be king. He decides to employ the services of a speech therapist named Lionel Logue. With Lionel's help and somewhat unorthodox techniques, the king is able to overcome his disability and deliver an inspiring radio speech after Britain's declaration of war on Germany in 1939.

3 ☐ The film is based on a true story and is an enjoyable and sometimes moving true-life drama. The script is skilfully written, the cast play their roles with zest, and the directing is top class. What's more, a wonderful soundtrack of classical pieces brilliantly sets the tone for the film.

4 ☐ I highly recommend *The King's Speech* to anyone with an interest in historical drama or simply great acting but also to anyone wanting to have a great night out at the cinema with their family or friends.

a comments on film
b recommendation
c background information
d main details of the plot

3 Read the excerpts from reviews below and say whether they are for a book, film or play.

1 I thoroughly recommend this informative guide for students, which will also be a fascinating volume for anyone interested in art. ....

2 Will Granger interprets the lead role brilliantly. His stunning performance captivates the audience from the moment the curtain goes up. ....

3 It's full of action and suspense that will keep you glued to the screen. What's more, the special effects are amazing. ....

4 a) Fill in the extracts with the words from the list.

• dull • performances • visual effects
• virtuoso • acting • original • melodious
• readers • stage • entertaining • audience
• true story • soundtrack • characters • plot
• suspense • awful

A

The Jazz Cafe was the perfect venue to showcase NTB's **1)** .... lyrics and **2)** .... voices. The crowd were treated to some **3)** .... musicianship, delivered with a(n) **4)** .... presence that is second to none. This band really know how to put on a(n) **5)** .... show.

B

The film, which is based on a **6)** ...., is the tale of Graham, a medical student whose life takes a turn for the worse after he finds a briefcase full of diamonds on a train. He soon finds himself suspected of murder and stealing the diamonds. There's plenty of **7)** .... as Graham is pursued through London and across England. The **8)** .... are spectacular enough to make the **9)** .... jump at times. The **10)** .... is superb, with all the cast giving brilliant **11)** .... R&B star Jules X provides a lively **12)** .... that suits the action well.

C

This **13)** .... book will bore even the most tolerant of **14)** .... The author's style is just **15)** .... and the **16)** .... are far from original. What is most annoying, however, is the confusing **17)** ...., which exasperates the reader no end.

b) What is each extract about? What recommendation does each writer give? A negative or a positive one?

• *Your turn*

5 Read the rubric and underline the key words. Then, answer the questions.

> Your school English magazine has asked its readers to write a review of a historical film they saw recently. Write your review (200-250 words), giving a brief summary of the plot and saying whether you recommend it.

1 Think of a film you saw.
  a) What genre is it? c) Who stars in it?
  b) Who directed it? d) What is the plot?
2 Who is going to read your review?
3 What tense(s) should you use?
4 What general comments will you make?
5 Why will you (not) recommend it?

6 Use your ideas from Ex. 5 to write your review (200-250 words). Follow the plan below and use language from the Useful Language box.

Plan

Introduction
(Para 1) *background information (title, name of author/director, type, setting)*
Main Body
(Para 2) *main points of the plot*
(Para 3) *general comments*
Conclusion
(Para 4) *recommendations*

Useful Language

Background information
• The book/novel was written by ... . • The story/film is set in ... . • It is a fantasy/horror/war film ... .
• It is directed by ... .

Main points of the plot
• It tells the story of ... . • The story is about/begins ... . • The plot is intriguing/boring.

General comments
• It is cleverly/poorly/badly written. • It is rather long/boring/confusing. • The acting is excellent/awful. • The script is very clever/dull.

Recommendations
• It's a very entertaining read. • I would definitely recommend it. • Don't miss it.
• It is well worth seeing. • I wouldn't really recommend it because ... .

Reading | Multiple choice

1 What is art to you? Tell the class.

2 Read the first sentence in each paragraph. What is the text about? Read through to find out.

WHAT IS Art?

'Art for art's sake,' is a translation of a French quotation which expresses a philosophy about what art should be. What is meant by the phrase is that art, any piece of art, regardless of whether it be a novel, a play, a poem or a sculpture should be 'complete in itself'. In other words, a true piece of art should be able to stand alone, to do nothing more than to please the eye. While these famous words are often repeated, Bryant Holsenbeck, an artist from North Carolina, USA, takes the idea behind the quote a step further: while she does create art of great beauty, she also creates art that carries a valuable message.

Holsenbeck is somewhat difficult to **define** as an artist. She considers herself primarily as an environmentalist artist, but she is also a cultural artist. Through her work, she **aims** to show how wasteful people have become in today's society. She has been involved in many art projects widely **diverse** in both theme and scope. She may create a single object, a crow for example, on one occasion, or a huge installation that represents the wildlife of the world on another. Whatever her subject, all of Holsenbeck's art has one thing in common; it is all constructed using **cast off** materials ranging from bottle caps, to credit cards to chop sticks. All of her art is constructed from 'stuff' that people simply toss away because they had thought it was rubbish.

Holsenbeck's main philosophy is that nothing is really and truly 'just trash'. She believes that the fact that American landfill sites are so full of recyclable items says a lot about American culture. She has said that, 'Americans create more garbage, **per capita**, then any other culture, yet we are blind to our waste.' Holsenbeck has made it her calling to 'make the blind see' and she does this through her art. By working within communities, she feels that she can open the eyes of people, both young and old, to the idea that you can take ugly worthless garbage and turn it into something beautiful...something meaningful. She can also show them that the throw-away culture in which we live needs to change and if it doesn't, the world will soon find itself in very **dire** streets indeed. Holsenbeck feels that when a person gets involved in her communal art projects, they become more aware of the fact that what they throw away has an impact on the environment. With Holsenbeck's designs, this **impact** is a positive one because from the garbage come works of great beauty.

One of Holsenbeck's **recent** projects was a vast labyrinth created from old unwanted shoes. The labyrinth was a group effort and Holsenbeck had the children of the community where it was constructed write their **concerns** about the planet, and life in general, on the individual shoes. Once the labyrinth was completed, an open invitation was extended to community members of all ages to walk through the labyrinth, read the messages, and learn what it is that worries today's modern child.

Holsenbeck has come a long way from her early days as a simple basket maker. Her work has been recognised across the US and she has received two **grants** from the North Carolina Arts Council Fellowship, a Project Grant and an NEA Arts and Learning Grant which have enabled to her to continue doing her work. She has had her art displayed in exhibits around the country and she has taught art classes from the east coast to the west. Wherever she goes, and whatever she does, her message remains the same, 'My installations are both **meditations** and questions. Where does all this 'stuff' come from? Where does it go? What do we do with it? Why is it here?' Let's hope people start getting Holstenbeck's message.

3 Read the text and decide which answer A, B, C or D is correct.

1 What is the purpose of the quote in the first line of the text?
A to explain how the French feel about art
B to suggest that modern art needs improvement
C to introduce the main topic of the text
D to describe the writer's attitude towards art

2 What do we learn about Holsenbeck in the first paragraph?
A She studied art in France.
B She is very attractive.
C She writes poetry.
D She is an American.

3 According to the writer, the artist Holsenbeck
A uses the same material in all her creations.
B always uses nature as her subject.
C creates only one kind of art.
D utilises things that are unwanted by others.

4 What does the writer suggest about Holsenbeck's attitude towards Americans in the third paragraph?
A She thinks they need to be made aware of something.
B She feels that they cannot be helped.
C She believes they know they are doing something bad.
D She considers herself better than most of them.

5 What is meant by the writer's use of the expression 'dire straits' in the fourth paragraph?
A an unchangeable state
B a terrible situation
C emotional distress
D a confusing dilemma

6 What does 'one' refer to in paragraph 5?
A design
B fact
C impact
D person

7 According to the writer, Holsenbeck's labyrinth
A was made with cast-off footwear.
B was only visited by the young.
C worried some members of the community.
D was built by a group of elderly people.

8 In regards to Holsenbeck, the writer believes that
A she has much to learn about art.
B she should be more famous than she is.
C she makes some very important queries.
D she should make her message clearer.

4 Match the words in bold to their meaning.
per head, effect, describe, varied, intends, useless, dreadful, worries, latest, thoughts, allowances

5 Fill in: *please, impact, piece, carry, early, diverse, recyclable, extend.*

1 .... of art; 2 to .... the eye;
3 to .... a message; 4 widely .... ;
5 widely .... ; 6 to have an .... on;
7 to .... an invitation 8 .... days

6 **Think!** What makes Holsenbeck an exceptional artist? Write two reasons. Tell the class.

Listening Matching

7 You will hear five people talking about books. Match the statements (A-F) to the speakers (1-5). There is one statement that does not match any speaker.

A I like sequels and trilogies best.
B I particularly enjoy happy endings.
C I like an unexpected ending.
D I like a book that allows you to use your own imagination.
E I like a book that gives you something to think about for a while after.
F I like a book that brings tears to my eyes.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Dialogue

8 Read the rubric and do the task in pairs.

Your teacher has asked you and your schoolmate to help organise an end-of-year school play based on a play, short story, or novel you have read. You and your friend have different ideas about what would be the best play to present. Discuss your ideas and reach a consensus.

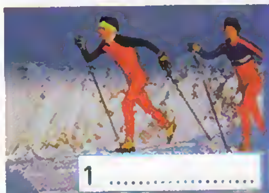
- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

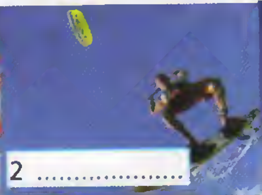
MODULE 10 Sports

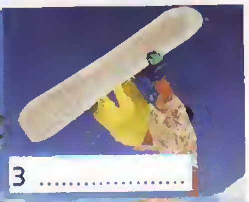
Vocabulary Extreme sports

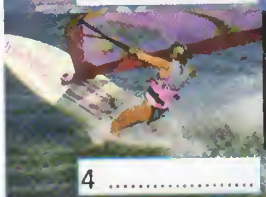
1 a) Label the pictures with sports from the list.

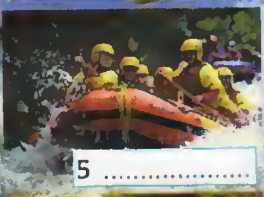
- cross-country skiing • skydiving
- white-water rafting • snowboarding
- caving • kite-surfing • bungee jumping
- paragliding • windsurfing

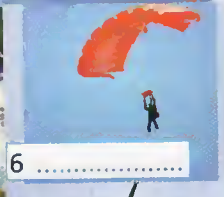

1 ....

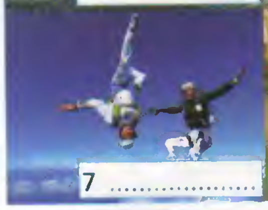

2 ....

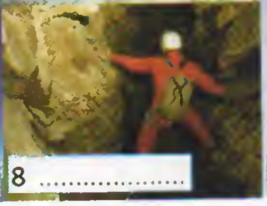

3 ....

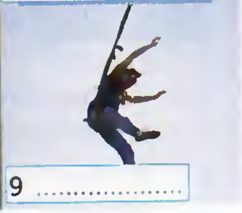

4 ....


5 ....


6 ....


7 ....


8 ....


9 ....

b) Look at the list in Ex. 1a again and discuss the following questions in pairs.

1 Which of the sports would you like to try? Why?
2 Which ones do you think are the most dangerous?
3 Which are popular in your country? Which are not?

Popular sports

2 Fill in the verbs: *beat, catch, kick, hit, pass, race, score, serve, shoot, train* in their correct form.

1 Ben .... the ball to his team-mate, who then .... it into the basket.
2 Sally is .... hard in order to take part in the London Marathon.
3 The goalkeeper jumped high into the air and .... the ball.
4 I've been playing ice hockey for six months now, but I still find it extremely difficult .... a goal!
5 Marge .... the tennis ball so high over the net that her opponent couldn't .... it.
6 The two brothers hope .... each other in next year's National Cycling Championship.
7 Tommy loves football and spends hours .... a ball around the garden.
8 Celia is such a fast swimmer it's hard .... her.

Sports venues

3 Choose the correct word.

1 Everyone is getting together at the skating **ring/rink** to practise rollerblading.
2 International cricket matches are held in a large **ground/court**.
3 Do you fancy trying to get a few strikes down at the bowling **course/alley**?
4 We all went to the race **stadium/track** to watch The International Horse Show.
5 The rugby **field/court** needed fresh green turf.
6 Cricket and hockey are played on a **court/pitch**.

Basic equipment

4 Match the sport with the equipment used in it. Make sentences as in the example.

1 ☐ tennis	a studs, shin pads
2 ☐ American football	b rope, harness
3 ☐ rock climbing	c mouth guard, helmet
4 ☐ snowboarding	d racquet, visor
5 ☐ water polo	e goggles, waterproof jacket
6 ☐ football	f arrow, bow
7 ☐ archery	g swimsuit, cap

To play tennis you need a racquet and a visor.

Professional sports

5 Fill in the gaps with: *referee, stretching, breaking, muscle, umpire, devoted, foul, competitive.*

1 The .... asked the tennis player to avoid using bad language or she would be fined.
2 John could not take part in the weightlifting championship because of his .... injury.
3 The team's strongest player was sent off after the .... showed him a red card.
4 The coach told the team to do some .... exercises to warm up before the game.
5 American football teams have millions of .... fans who follow every game of the season.
6 Any .... play during the football match will not be tolerated.
7 Professional ice skating is a higly .... sport and you need great talent to be successful.
8 The young athlete astounded everyone by .... the world record in the 100-metre sprint.

6 Complete the sentences using the words: *false, tie, disqualified, substituted, finishing, awarded, banned, competed, host, overtime.*

1 Which city will .... the next Olympic Games?
2 World-class cricketers have .... against each other at this venue.
3 The athlete was .... from the race when he failed the drugs test.
4 With just 30 seconds left in ...., the home team manged to win.
5 You can only make one .... start.
6 The weightlifter was .... from competing for life after he tested positive for steroids.
7 The footballer was .... a penalty for a foul.
8 The coach .... Jennings for Jones when Jones injured his leg.
9 The game ended in a(n) .... with a score of 2:2.
10 She was several metres ahead of the other runners as she crossed the .... line.

7 Complete the email with: *danger, wild, thrilling, cool, physical, risk-takers, tricks.*

Maciek. Wow! You should have been here. I used to think watching the X Games on TV was exciting, but seeing these extreme sports in the flesh is even more **1)** .... Some of the events are more dangerous than you can imagine. The competitors are definitely big **2)** .... Every day, they face **3)** .... by flying through the air or down mountainsides, yet they look so **4)** .... while doing it. It's unbelievable! My favourite competitors are the snowboarders. They perform incredible **5)** .... that make the crowd go **6)** .... but they make everything look so easy! I just admire them since their sports require exceptional **7)** .... strength. I'm having such a great time. I wish you were here, too.

See you soon,
Marta

Adjectives

8 Fill in the gaps with the words: *steady, adventurous, graceful, daring, determined, intensive, defensive, cooperative, strong.*

1 Robert proved that he was very .... and powerful by winning the wrestling tournament.
2 Kyle maintained a high-protein diet and a(n) .... workout regime to prepare for the weightlifting championship.
3 Diana's aim was very .... as she practised archery.
4 Motocross riders peform .... stunts at this open-air show.
5 The ice-skater held the spectators spellbound with her light .... movements.
6 You need to be .... when you are playing a team sport.
7 The rock climber was .... to reach new heights of the mountain.
8 Timothy wanted to be .... and decided to try river rafting for the first time with his friends.
9 As our team were losing badly, we were forced to adopt .... tactics to try and even the score.

9 Fill in the gaps with the words: *field, long jump, regular, legend, sense, sporting, gold medal, pentathlon, professional, individual.*

Mirosław Pych is a Polish Paralympian athlete. He is most famous for competing in the **1)** ...., which is a discipline involving five track and **2)** .... events. He also takes part in the **3)** .... events, such as the javelin, the **4)** .... and the 100m sprint. Incredibly, Mirosław Pych has competed at every Paralympics since Barcelona in 1992. That's when he won his first **5)** .... In his fifth Paralympics in Beijing in 2008, this living **6)** .... won a bronze medal in the javelin. Mirosław Pych must feel a great **7)** .... of achievement that many **8)** .... Olympians have never felt. Not only is he a **9)** .... hero in Poland, but he is admired by **10)** .... athletes all round the world.

See Vocabulary Bank on p. 182

Reading Gapped text

1 How do you think it would feel to do a running event in a desert? What problems do you think desert runners experience? Read through to find out.

2 Read the text again and complete the gaps with the words from the box. There are two words which you do not need to use.

• conditions • get • definitely
• equivalent • preceding • reaches
• before • prepare

Could **you** BEAT the DESERT **HEAT**?

Can you imagine wanting to run the 0) equivalent of five and a half marathons over six days through some of the most **inhospitable** terrain on the planet? Believe it or not, plenty of people do. In fact around 700 people take part in the Marathon des Sables – or Marathon of the Sands – through the Sahara Desert in Morocco every spring.

The race is 1) .... not for the **faint-hearted**. Not only is the 150-mile route punishing in the extreme, taking in as it does the highest sand dunes on the planet, but the 2) .... are also **exceedingly** basic. There are no showers or proper toilets and in the evenings the runners share tents with several other competitors. Getting to sleep is not usually a problem, though, since the event involves running an average of 25 miles a day on ground that is at best uneven and **stony**. To make matters worse, participants must carry everything they need for the whole race on them while they run, **barring** a tent and water, which is given out in **rations**. People training for the race are advised to run with a backpack the weight of a week's food supplies, clothes and a sleeping bag!

Would-be competitors are also warned, however, that it's impossible to 3) .... for this unique event – seen as one of the toughest foot races, if not the toughest foot race, in the world. For one thing, few people live in places where the temperature 4) .... 32°C by 9 am and 51°C by the middle of the day. It's not uncommon to finish a day with a pounding headache, or to be forced to withdraw from the race due to serious dehydration. Severe **blisters** can also **hinder** many runners' progress or put paid to their hopes of finishing. Even if your body copes with the race's extremes, you may still have to contend with desert snakes and scorpions.

Day four of the race is perhaps the most **gruelling** of all. It's the longest stage – 50 miles – and run over an unchanging **wilderness** that many competitors find hard to deal with on a psychological level. One year it was made even more difficult by sand storms that obscured the beacons that line the route, meaning the entrants had to navigate for themselves. Day five is officially the only rest day, but many competitors spend well over 24 hours on the 5) .... section. It's no wonder that many **veterans** of the Marathon des Sables say every other race seems boring in comparison!

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3 Choose the correct word. Can you explain why the alternative words are incorrect in these sentences?

1 Running at 9 am in the Sahara is the **equality/equivalent** of running in the middle of the day on a hot beach in Europe.
2 The Marathon des Sables is a **gruelling/grilling** experience even for super-fit people.
3 The runners have to **contend/compete** with dangerous animals that live in the desert.
4 The race's **root/route** includes the world's largest sand dunes.
5 The competitors have to **cooperate/cope** with physical and mental challenges.

4 Match the phrases from the text on the left with their definitions on the right.

1 ☐ for one thing
2 ☐ put paid to
3 ☐ to make matters worse
4 ☐ it's no wonder
5 ☐ believe it or not

a end
b it's a surprising fact
c it's not surprising
d another negative thing is that
e an important reason is that

5 Match the adjectives to the nouns, then use them to make sentences about the Marathon des Sables.

1 ☐ basic
2 ☐ uneven
3 ☐ pounding
4 ☐ regular
5 ☐ rest

a headache
b day
c participant
d conditions
e ground

6 ICT Find out online how the Marathon des Sables got started. Present the history of the event to the class, as well as any interesting facts you find.

7 **Think!** Would you take part in this Marathon? Why (not)? In three minues write a few sentences. Tell the class.

Listening Matching

8 Read the rubric and do the listening task. Justify your answers.

> You will hear five people talking about sports. Match the statements A-F to the speakers (1-5). There is one extra statement that does not match any speaker.

A You need to be very skilful to be able to do this sport.
B Being a supporter makes me feel part of something.
C I admit that it can be rather dangerous at times.
D I just love the action.
E I can get quite emotional at times.
F I admirer the mental strength of the players.

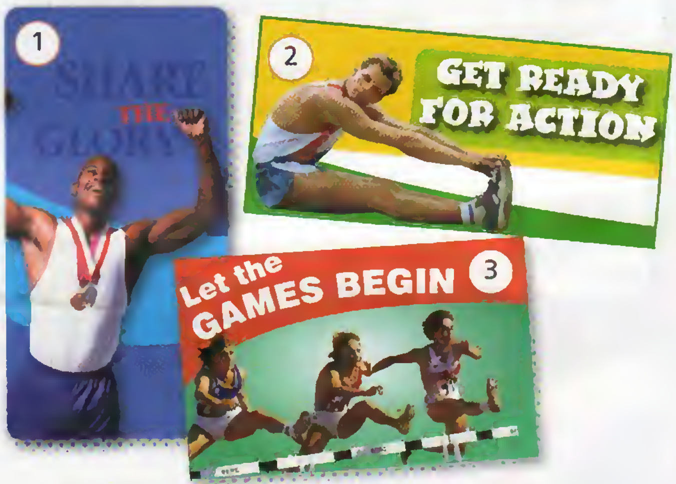
Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Dialogue

9 a) Read the rubric and do the task in pairs.

> Your PE teacher has asked you and your classmate to help organise a school sports day. You want to advertise it with a poster that will attract as many students as possible. You have different ideas about which poster would be the best. Choose one of the posters below. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.



b) Listen to two people doing the task. Which poster do they choose? Why?

Use of English Conditionals/Wishes/Unreal Past

- You need to exercise more, otherwise you won't be fit for the match.
  If you **don't exercise** more, **you won't be** fit for the match.
- She is scared of heights so she doesn't want to go bungee jumping.
  If she **weren't scared** of heights, **she would go** bungee jumping.
- You'd better avoid cycling for a while.
  If I were you, I would avoid cycling for a while.
- He didn't take part in the tournament because he broke his leg.
  If he **hadn't broken** his leg, **he would have taken part** in the tournament.
- I'm not fit so I can't take part in the race.
  I wish I were fit **so that I could take part** in the race.
- It's a shame the team lost in the finals.
  I wish/If only the team hadn't lost in the finals.
- If it weren't raining, we could go cycling.
  I wish it weren't/would stop raining **so we could** go cycling.

1 Complete the sentences using the word in bold. Use two to five words.

1 You'd better practise more for the competition.
WERE If ...., I'd practise more for the competition.

2 Pam didn't play in the match because she twisted her ankle.
WOULD If Pam hadn't twisted her ankle, she .... in the match.

3 You need to arrive on time, or you won't get in.
ARRIVE If .... on time, you won't get in.

4 I'm not tall so I can't be a basketball player.
WISH I .... so that I could be a basketball player.

5 It's a pity I can't go to Barcelona with the football team.
ONLY If .... Barcelona with the football team.

6 If it weren't so windy, we could have a game of tennis.
SO I wish it weren't so windy .... a game of tennis.

7 It's a shame he fell off the high bar; he was doing so well.
FALLEN I wish .... off the high bar; he was doing so well.

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Considering that Beth is so young, she's an excellent ice-skater.
ACCOUNT Taking .... young Beth is, she's an excellent ice-skater.

2 Bryan was late for basketball practice today because his bus was delayed.
ARRIVED If his bus ...., Bryan wouldn't have been late for basketball practice today.

3 If you see Mark, tell him that the game is on TV tonight.
RUN Should ...., tell him that the game is on TV tonight.

4 We can't play football if it rains.
PROVIDED We can play football .... raining.

5 I'd prefer it if she enrolled on the skydiving course.
SIGNED I'd .... for the skydiving course.

6 Catherine asked to borrow my surfing gear at the weekend.
COULD Catherine asked if I .... my surfing gear at the weekend.

7 Leave now or you'll be late for practice.
HIGH It's ....; you don't want to be late for practice.

8 If Alison doesn't come, we won't be able to compete.
UNLESS We won't be able to compete .... up.

9 You should train harder.
HAD You .... harder.

10 We didn't win the match and now we won't go into the next round.
LOST I .... the match; then we would have gone into the next round.

11 I didn't like it when you gave Sam my stopwatch.
RATHER I'd .... Sam my stopwatch.

12 I hope David won't reject our offer to join the team.
UP I wish David .... our offer to join the team.

13 You should start a new sport.
WOULD If I .... up a new sport.

14 He lost all his energy and didn't make it to the end.
RUN If he .... energy, he would have made it to the end.

• Word formation

3 Read the text and complete the gaps with the words derived from the words in bold.

Can you imagine running against a horse in a 22-mile race? Well that's what hundreds of runners do every year in the Man versus Horse race in Llanwrtyd Wells in Wales. This **0)** *unusual* event attracts hundreds of **1)** .... from all over Europe and takes **2)** .... through some of the most **3)** .... scenery in Wales - down country roads, forest footpaths and even farm tracks! For 25 years this race never featured a human **4)** .... Then, in 2004, an Englishman named Huw Lobb ran the race of his life to become the first man to be crowned champion. Crowds of **5)** .... witnessed Huw cross the finishing line and claim the £25,000 prize. In the end, he finished ahead of 500 other runners and more than 40 horses in a **6)** .... time of 2 hours and 5 minutes. Although Huw was an **7)** .... marathon runner, it was his first time running in the race and he had never expected to win. And what did he do with the prize money? He went straight out and bought a new pair of **8)** .... He has since returned to Llanwrtyd Wells to run the race many times.

USUAL
COMPETE
PARTICIPATE
PICTURE
WIN
SPECTATE
REMARK
EXPERIENCE
TRAIN

• Multiple choice cloze

5 Read the text and decide which answer, A, B, C or D best fits each gap.

THE OTHER FINAL

On the morning of the 30th June 2002, the **0)** *eyes* of the world were on the International Stadium in Yokohama, Japan. Brazil and Germany, two of the best football teams in the world, were preparing to play in the World Cup final. Over 70,000 fans were making their way to the stadium and around a billion people around the world were gathering in front of televisions to watch the sporting event of the year. But **1)** .... the same time, in a small stadium high up in the Himalayas, another international football match was **2)** .... place. The national team of Montserrat, a volcanic island in the Caribbean, was playing against Bhutan, a tiny country in Asia. At the time, the two countries had officially the two **3)** .... international teams in the world. The match was organised by Johan Kramer, a filmmaker from Holland, **4)** .... own country did not reach the World Cup. So, with no team to support in the tournament, he decided to celebrate the other, **5)** .... skilful side of world football. The match took place in Thimphu, the capital of Bhutan, in front of around 20,000 people including Bhutan's king. In the end, Bhutan **6)** .... 4-0 and a school holiday was announced to mark the country's first ever victory. But the match was much more than a sporting event. Two football teams, who **7)** .... would probably never have heard about each other, got the opportunity to meet and share their cultures. It was a marvellous occasion that celebrated the **8)** .... sport can bring different people together.

0 **A** view **B** look **C** eyes **D** sight
1 **A** to **B** on **C** at **D** in
2 **A** holding **B** taking **C** having **D** keeping
3 **A** worse **B** worst **C** least **D** less
4 **A** who **B** whose **C** whom **D** which
5 **A** less **B** little **C** fewer **D** smaller
6 **A** beat **B** earned **C** gained **D** won
7 **A** anyhow **B** anyway **C** likewise **D** otherwise
8 **A** way **B** method **C** system **D** technique

• Lexical multiple choice items

4 Choose the correct answer.

1 In the 800m, the athletes run twice around the ....
A truck B trick C track D trek

2 Sarah has begun her training .... for next year's marathon.
A regiment B regime C register D region

3 Joe has a(n) .... record in the 100m freestyle.
A aggressive C impressive
B expressive D suppressive

4 Australia completely .... the match.
A overpowered C marked
B dominated D excelled

5 It was a .... defeat for the Tigers, who had never lost to the Dolphins before.
A humiliating B hurting C disgusting D moving

6 I don't feel .... enough to play for two hours tonight.
A powerful B extreme C energetic D active

7 The city has two .... football teams.
A unfriendly B enemy C opponent D rival

8 The ski .... is from December to April.
A opportunity B period C season D spell

9 Sweden .... first place, with Chile finishing second.
A obtained B caught C accepted D took

10 Hugo has supported the team .... through all its ups and downs.
A gradually B loyally C surely D evenly

Writing A for-and-against essay

To make the beginning and ending of your essay more effective in attracting the reader's attention, you can use the following techniques:

- **Address the reader directly.**
  If you never get out of breath or feel your heart working, you're not doing enough exercise in your life.
- Include a **quotation** from a famous person or piece of writing, mentioning the name of the person who said/wrote it.
  As the great tennis player Billie Jean King said, "Champions keep playing until they get it right."
- Include a **rhetorical question** (a question that expects no answer).
  Does following sport truly bring people together or does it divide them?

Useful Language

Listing/Adding points
- In the first place/Firstly
- Secondly • Lastly • Last but not least
- In addition (to this), etc

Presenting arguments for
- The greatest advantage/One obvious advantage of ... is ...
- Another important benefit of ...
- Some/Most people are in favour of ... because ...

Presenting arguments against
- The main/most important disadvantage of ... is ... • Another serious drawback/major downside of ... is ...
- A further negative aspect to consider ...
- Some/Most people are against ... because ...

Giving justifications
- For example/instance • In other words
- After all • Therefore • As a result
- Consequently • In this/that way, etc

Concluding
- To conclude/sum up
- All things considered
- I think/feel/believe (that) ...
- In my opinion, etc

1 Read the rubric and the model answer. Which techniques does the writer use to start and end the essay?

> With people being encouraged to do more and more exercise, write an essay (200-250 words) discussing the advantages and disadvantages of taking up a team sport as opposed to an individual sport.

Hippocrates, the great physician of ancient Greece, said: "Sport is a preserver of health." But which is the best option for improving your wellbeing – an individual sport or a team sport?

Although team sports such as football and basketball require more organisation than individual sports like jogging and cycling, there are many advantages to taking part in them. For one thing, playing sport with other people develops someone's teamwork skills, which can be useful in your job. Not only that, team sports provide social opportunities. Being part of a sports team that plays regularly is a good way of making friends and maintaining existing friendships. Finally, doing a team sport helps people who want to do more exercise but find it hard to motivate themselves. It is easy to skip going to a gym, for example, when you are not in the mood. But when there are teammates relying on you, your only option is to take part.

However, choosing a team sport does have its disadvantages. Because you can't play sports such as hockey and volleyball on your own, you may not be able to play as regularly as you would like. Additionally, some people find team sports too competitive. Young people, especially, may become obsessed with winning and go to unhealthy extremes such as over-training.

Taking everything into consideration, team sports are a good option for people who want to do more exercise. Wouldn't we all benefit from a weekly workout in the company of friends?

2 List the advantages and disadvantages the writer presents in their essay. How is each point justified? Complete the table.

Pros	Justifications
Cons	**Justifications**

3 Read the extracts from essays. Match the beginnings to the endings and identify the techniques used.

1 ☐ Should we force children who aren't sporty to take part in competitive sport at school? Some schools think not and have decided to put an end to competitive sports.

2 ☐ Ask some young people who their heroes are and you will find many of them will name sportspeople.

3 ☐ The Olympic Games last for just two weeks every four years, so can any city justify spending billions of pounds on hosting the event?

a All things considered, if it gives people new sports facilities and transport services and inspires them to get involved in sport, who could argue against such an investment?

b In conclusion, winning and losing are part of life. As American football coach Vince Lombardi said, "The real glory is being knocked to your knees and then coming back. That's real glory."

c To sum up, on the whole athletes provide positive role models. Imagine the huge amounts of dedication and personal sacrifice it took for your favourite sports star to succeed in the professional arena.

• *Supporting arguments*

4 a) Read the main-body topic sentences from essays and think of two supporting arguments, in addition to the examples given.

1 There are certain drawbacks to choosing professional sport as a career.
career only lasts as long as the body is capable
....
....

2 Working as a sports coach certainly has its advantages.
less stressful than competing
....
....

3 There are many arguments in favour of participation in extreme sports.
builds character
....
....

b) Match the quotations to the topics in Ex. 4a. Use the quotations to write appropriate essay endings.

a ☐ "As soon as you take money for playing sport, it isn't sport, it's work." *former president of the International Olympic Committee Avery Brundage*

b ☐ "Life is either a daring adventure or nothing at all." *writer Helen Keller*

c ☐ "A life is not important except in the impact it has on other lives." *baseball player Jackie Robinson*

• *Your turn*

5 a) Read the rubric and mark arguments 1-6 as *A* (advantages) or *D* (disadvantages).

> You have had a class discussion on the subject of after-school sports clubs. Now write an essay for your teacher (200-250 words) discussing the pros and cons of joining such a club.

1 studies may suffer
2 long-term injuries
3 avoid bad habits
4 break from study routine
5 discover hidden talent
6 under pressure to win

b) In pairs, think of justifications for each of the arguments for and against in Ex. 5a. Compare with another pair.

6 Use your ideas from Exs. 5a and 5b, and one of the quotations below, to write your essay. Follow the plan.

Quotations

Just play. Have fun. Enjoy the game.
Basketball player Michael Jordan

It's not whether you win or lose – but whether I win or lose.
Golfer Sandy Lyle

Plan

Introduction
(Para 1) *state the topic*

Main Body
(Para 2) *arguments for & justifications*
(Para 3) *arguments against & justifications*

Conclusion
(Para 4) *summarise points and give your opinion*

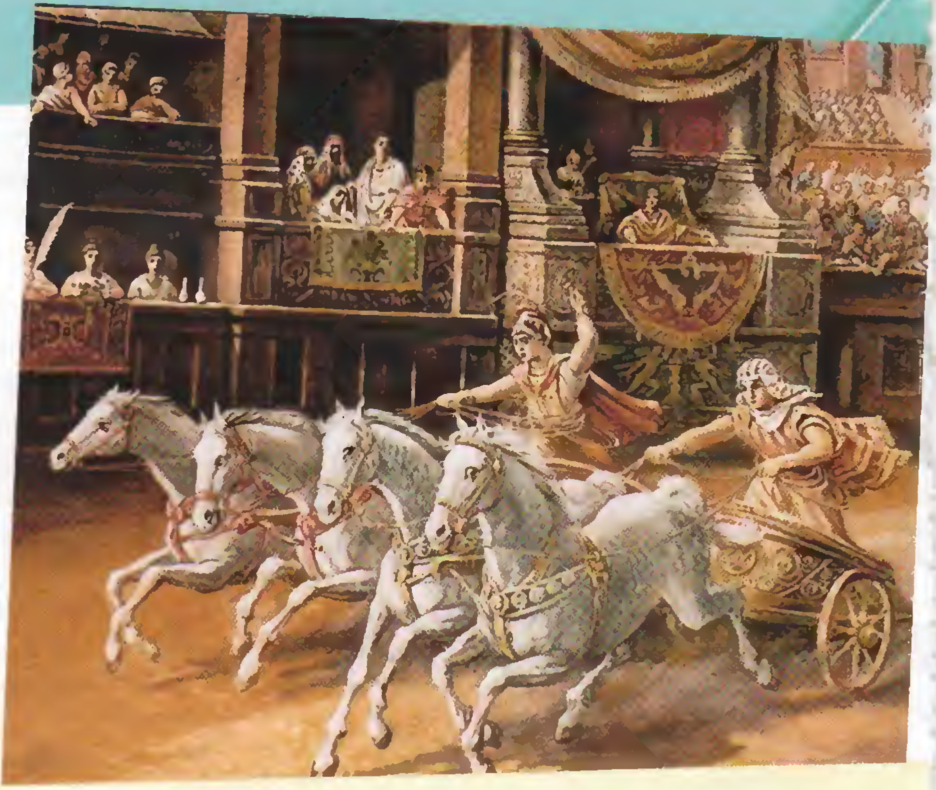
10

Reading Multiple choice

1 Think of three questions you would like to ask about the ancient sport of chariot racing. Then read the text. Were your questions answered?

2 Read the rubric and do the reading task. Justify your answers.

> You are going to read a text about chariot racing. Read the text and answer the questions (1-5) by choosing the best answer A, B, C or D.



Chariot Racing

the PREMIER SPORT of ancient Rome

For hundreds of years, chariot racing was the most popular spectator sport in ancient Rome. People came in **droves** to watch the **brutal**, dangerous and exciting races, which often ended in both charioteers and horses alike being killed.

The **arenas** where chariot races were held were known as 'circuses'. Rome's grandest circus of all was the Circus Maximus, said to have **held** over 250,000 spectators – a quarter of Rome's population.

Chariot races normally consisted of seven **laps** around the circus, and the first charioteer to complete all seven of them was the winner. There were no such things as rules to chariot racing – between the start and finish of a race pretty much anything was allowed. Consequently, as each race neared its end, **tactics** became increasingly violent. Charioteers would hit each other in the eyes with their **whips** and attempt to 'shipwreck' the chariot in front of them by driving their horses into the back of the chariot. Another favourite tactic was to break a chariot by driving directly into its wheels.

There were four different teams in Rome for spectators to support. These teams were known simply by their colours: the Reds, the Whites, the Blues and the Greens. Fans supported their chosen team passionately. Just as at football matches today, violent clashes between **supporters** of opposing teams regularly **broke out**. There was particular **animosity** between supporters of the Greens (who were the most popular team in Rome) and the Blues. The Emperor Vitellius, a fanatical supporter of the Blues, once had several people put to death just for shouting out rude comments about the Blues.

Because of the dangerous nature of chariot racing, charioteers were usually **slaves**. However, incredible fame and fortune awaited the most successful charioteers, and slaves could earn enough money to buy their freedom. The most financially successful charioteer ever was Gaius Appeleius Diocles, who made over 35 million sesterces* in prize money during his career – an estimated $15bn in today's money! No modern-day athlete has ever come close to earning this kind of fortune.

Charioteers drove standing upright in their chariots. Most charioteers used very long reins which they wrapped around their **waists**. They did this so they could use their body weight to control the horses. However, this **practice** was very dangerous. If the charioteer fell from his chariot, he was **dragged** along the ground and usually killed.

Chariots were typically pulled by two or four horses, but as many as seven horses were not **unheard of**. The best horses came from North Africa and Spain, and the larger the team of horses, the greater the driver's **expertise** needed to be. The emperor Nero, who was a huge chariot racing fan, and known for his mad ideas (he once got charioteers to race with camels instead of horses) once decided to compete in a chariot race driving a 10-horse chariot – something which had never been done, or was ever repeated. All the other competitors in the race were only allowed two-horse chariots. Nero's performance was so bad that he didn't even finish the course. In fact, he crashed several times. Nevertheless, being the emperor, he was still **proclaimed** the winner.

Chariot races took place in Rome for over a thousand years. They were so popular that at times Romans could see as many as 24 races a day – and all for free (the government provided all forms of entertainment, from theatre performances to gladiator matches, free to the public). The last official chariot race in the Circus Maximus was in 550 AD. The sport that had been as popular with Romans as football is with people today had come to an end.

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* **sesterce:** silver coin

1 Chariot races in ancient Rome
- A were all held in the Circus Maximus.
- B did not have many rules.
- C were popular with about 25% of Romans.
- D usually ended in bloodshed.

2 According to the text, the Blue team
- A was the least popular team.
- B had the most violent fans.
- C didn't have the support the green team had.
- D feared the emperor Vitellius.

3 Charioteers tied their reins around themselves
- A for safety reasons.
- B for steering purposes.
- C because it made the reins shorter.
- D because it made the races more dangerous.

4 The emperor Nero
- A was the only person to ever race a 10-horse chariot.
- B once raced a chariot that was drawn by camels.
- C chose the winners when he attended chariot races.
- D was a highly skilled charioteer.

5 According to the last paragraph, chariot races were
- A more popular than football is today.
- B held 24 hours a day.
- C part of a sponsored entertainment programme.
- D the official sport of Rome.

3 Match the words/phrases below to the words in bold in the text.

- contained • erupted • knowledge and skill
- men who are the property of others
- large crowds • technique • declared
- bitter feeling • methods • sports venue
- uncommon • pulled • rounds • very cruel
- middle of the body • fans

4 Match the words in column B to the words in column A.

	A		B
1 ☐	violent	a	money
2 ☐	gladiator	b	performances
3 ☐	spectator	c	team
4 ☐	prize	d	comments
5 ☐	opposing	e	supporter
6 ☐	rude	f	sport
7 ☐	fanatical	g	matches
8 ☐	theatre	h	clashes

5 Use the phrases in Ex. 4 to complete the sentences.

1 It was all going really well for us until the .... scored a goal.

2 I don't know how the ancient Romans considered .... a form of entertainment.

3 I heard on the news that there were .... between football hooligans at yesterday's game.

4 Ancient Greece was famous for its open-air ....

5 Claire is a(n) .... of her school football team.

6 Tom always makes very .... about my basketball skills.

7 The athlete won .... of over £50,000.

8 Football is the world's most popular team sport, as well as the world's most popular ....

Listening True/False statements

6 Read the rubric and do the listening task.

> You will hear a rowing commentator describing an international race. Mark the statements (1-5) *T* (True) or *F* False).

	True	False
1 The commentator says the Dutch are a popular team.		
2 The French row differently in this race than in the past.		
3 A British rower suffers an injury.		
4 The Italians overtake New Zealand.		
5 The race is won by the French.		

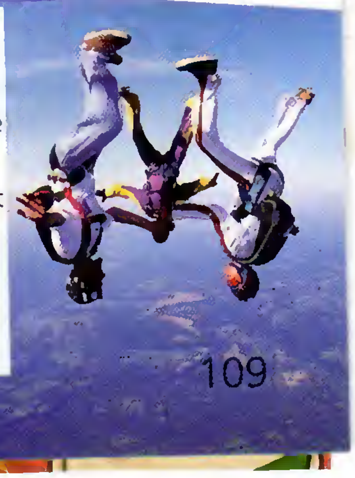
Speaking Describe a picture & answer questions

7 Describe the picture. Then answer the questions.

1 Why do you think those people choose to do this sport?

2 What do you think is the most dangerous sport and why?

3 What did you like best and least about PE classes at your first school?



MODULE 11 Health

Vocabulary Healthy living

1 a) Rank the following in order of importance from 1-8, 1 being the most important to you.

☐ eating red meat
☐ leading a stress-free life
☐ exercising regularly
☐ sleeping eight hours a night
☐ being a healthy weight
☐ eating plenty of fruit/vegetables
☐ drinking eight glasses of water a day
☐ taking vitamin pills

b) Use your list to discuss with a partner what is most important for a healthy lifestyle.

A: In my opinion, the most important part of a healthy lifestyle is exercising regularly.
B: Well, I think eating plenty of fruit/vegetables is the number one thing a person can do to stay healthy.

Human body

2 Match the body parts to their primary roles: *lungs, heart, arteries, stomach, joints, teeth, bones, muscles, veins, trachea, intestines, nose.*

BREATHE AIR DIGEST FOOD
MOVE CIRCULATE BLOOD

Our lungs help us to breathe air

Health care professionals

3 Match the medical professions to the statements.

1 ☐ midwife
2 ☐ cardiologist
3 ☐ dentist
4 ☐ paramedic
5 ☐ porter
6 ☐ surgeon
7 ☐ paediatrician
8 ☐ dermatologist
9 ☐ speech therapist
10 ☐ GP

a "I perform operations on patients."
b "I treat people who have problems with their skin."
c "I treat ill children."
d "I help women to give birth."
e "I treat people's teeth."
f "I treat people who have problems with their heart."
g "I take care of patients in an ambulance."
h "I move patients and equipment around a hospital."
i "I'm a doctor who provides general health care."
j "I help people who have speech difficulties."

Illnesses/Injuries

4 Fill in with: *muscle, eye, blood pressure, sickness, ankle, heartburn, hearing.*

1 The doctor says I have high .... and need to reduce my salt intake.
2 My grandfather has very poor .... which is why he wears a hearing aid.
3 Yesterday, Sam fell over while he was running and twisted his ....
4 My dad suffers from .... so he takes an antacid pill when he finishes a meal.
5 I think I've pulled a .... in my leg.
6 How did you get that black ....?
7 I hate travelling by sea as I get motion ....

5 Fill in with: *scar, stitches, bruise, sling, cast, graze, crutches.*

1 How long will your arm be in that .... for?
2 It's only a .... on your leg – you don't need a bandage.
3 I was on .... for three months after I broke my leg.
4 That's a nasty black .... on your leg.
5 I have an old .... on my leg from a skiing accident when I was young.
6 The bone's broken so we'll need to put your arm in a plaster ....
7 The doctor says I need five .... in my cut.

Symptoms & treatment

6 Fill in with: *concussion, runny nose, vomiting, itchy eyes, swollen glands, blurry vision.*

1 I had mild .... after banging my head on the cupboard door.
2 If I start to get ...., I know I'm about to have a migraine headache.
3 The worst thing about a cold is the ....!
4 When I had food poisoning, I spent the whole day ....
5 "The reason you have .... is that your body is fighting an infection," said the doctor.
6 Matt gets hay fever every spring and suffers from ....

7 Fill in the verbs in their correct form: *relieve*, *heal*, *apply*, *cure*, *prescribe*, *treat*.

1 Many types of cancer can be .... if the disease is found early enough.
2 The doctor .... a course of antibiotics for his ear infection.
3 She took some aspirin to .... the pain of her headache.
4 This herbal ointment .... wounds fast.
5 The dermatologist told her to .... the cream to her face twice a day.
6 That doctor avoids .... his patients with antibiotics.

Disabilities

• Word formation

8 Use the words in bold to form new words to fill in the gaps.

The Paralympics

The Paralympics are an international sports event for **1)** .... **(physical)** disabled athletes that are held once every four years. They allow athletes with disabilities ranging from **2)** .... **(blind)** to cerebral palsy to compete on the world stage. **3)** .... **(compete)** are placed in different categories so that athletes with similar disabilities compete against each other. For example, people who are **4)** .... **(visual)** impaired do not compete with people who have had **5)** .... **(amputate)**. Some of the sports in the Paralympics are **6)** .... **(specific)** designed for disabled people, such as wheelchair rugby, but most sports are the same as those in the Olympic Games. Nowadays, the Paralympics are a huge event, with increasing media **7)** .... **(cover)** around the world.

Health care

9 Choose the correct word.

1 The doctor wrote a(n) **prescription/recipe** for some pills.
2 Lisa had to undergo a medical **scan/examination** before she could become a pilot.
3 The patient was under anaesthetic throughout the **surgery/clinic**.
4 They carried the injured football player off the field on a **trolley/stretcher**.
5 The porter wheeled the patient into the **operating/working** theatre.
6 Greg slept in a **ward/carriage** that had four other patients.
7 The ambulance rushed the man from the accident scene to **casualty/fatality**.
8 Her leg was in plaster for six weeks after she broke one of her **bandages/bones**.
9 When are the visiting **hours/periods**?
10 He's **allergic/susceptible** to nuts. He always gets a **rash/rush** when he eats them.

10 Match the medical fields below to their areas of speciality, then make sentences.

1	h	neurology	a	the eyes
2		geriatrics	b	pregnant women
3		podiatry	c	X-rays and ultrasounds
4		obstetrics	d	the heart
5		ophthalmology	e	the elderly
6		radiology	f	the teeth
7		cardiology	g	the feet
8		dentistry	h	the nervous system

Neurology is the study of the nervous system.

Addictions

11 Fill in with: *behavioural*, *rehabilitation*, *withdrawal*, *substance*, *hard*, *former*, *binge*.

BEAT YOUR ADDICTION!

Do you, or someone you love, have a **1)** .... abuse problem? Is it ruining your life? If the answer is yes, you will find help at The George Clinic - London's premier **2)** .... centre. Our experienced staff are experts in helping **3)** .... drug users and **4)** .... drinkers beat their addictions. Our **5)** .... psychologists use a unique method to minimise **6)** .... symptoms. **7)** .... addicts who have been through our programme recommend us. So call The George Clinic today and take back control of your life.

See Vocabulary Bank on p. 184

Reading Multiple choice

1 Look at the picture. Imagine you are trapped by an avalanche. How are you feeling? Tell your partner.

2 Read the title and the first and the last sentence in the text. What is it about? Read through and check.

3 Read the rubric and do the reading task. Justify your answers.

> Read the story about two avalanche control workers. For questions 1-5, choose the correct option A, B, C or D.

Buried Alive!

Kyron finished checking his pack for everything he'd need in an emergency. He'd been on the avalanche control team twelve years now and knew his job **inside out**. He loved every minute of it too, feeling that the task of keeping the public safe was an important one. Kyron **picked up** his mobile and dialled Connor's number.

"Are you just about ready, Connor?" Kyron asked his partner.

"Yeah. I just need a few more minutes to **inspect** my **gear** and then I'll **make a start**." Connor replied.

"OK. I'll see you at the base of the north face, then" said Kyron, and **hung up** the phone. Soon afterwards, the two men **met up** at the mountain. The snow pack had become **unstable** over the last few days and it was their job to stabilise it. The safety of countless skiers depended on them.

"What method should we use today?" Connor asked.

"How about the new fuel-air explosives?" Kyron suggested.

"Hmmm ... let's dig a hole for snow pack observation first," Connor replied.

"Good idea. We can discuss the **plan of action** from there," Kyron agreed.

The two men **made their way** up the mountain, admiring the smooth white snow which **glistened** like diamonds under the winter sun. When they arrived at the **summit**, they attached safety ropes and snow anchors to themselves, then began to dig a hole in the snow to look at the snow's layers.

Kyron pointed to the thin layers of ice mixed in with the powdery snow. "It's pretty unstable," he said.

"Let's use the fuel-air explosives, then," Connor replied.

As the men **set about** their work, Kyron felt his movement **restricted**. His safety rope was caught on some rocks above him. Kyron pulled at the rope but it would not **budge**. So he unhooked himself from it for just a moment to finish his job. The decision nearly **cost** him his life. As he worked, he moved into an area of 'sugar snow', a term used to describe unstable snow with the **consistency** of powdered sugar. Immediately, the snow **gave way** beneath his feet. Avalanche!

Without his safety rope to stop him from being carried away with the snow, Kyron started falling down the mountainside. Twisting and tumbling, he was dragged along like a helpless **puppet** by the huge volume of snow. The avalanche grew bigger and bigger as it progressed down the mountainside. Kyron thought of his wife and daughter. Would he ever see them again? And then all of a sudden it was over. The final impact wrenched his left ankle and wrist, which burned and ached. He knew his right arm was badly broken because of the intense pain. Lying in the darkness, Kyron had no idea how deeply he was buried. He estimated that it could not be by much, as he could hear the sound of his partner, Connor, calling out his name. He couldn't move but Kyron was grateful he could breathe in the small space he'd created by placing his hands over his mouth when he'd come to a stop. It seemed like an **eternity** before Connor and a rescue team had dug him out. As he rested in his hospital bed, with his wife and daughter by his bedside, Kyron reflected on how lucky he had been to survive the disaster, and how he would never again make such a **reckless** safety decision.

1 Kyron liked his job on the avalanche control team because it
  A was full of danger and excitement.
  B carried a lot of responsibility with it.
  C had given him many years' invaluable experience.
  D allowed him to meet members of the public.

2 When Kyron and Connor met on the north face of the mountain, they
  A noticed a large hole had formed in the snow.
  B couldn't agree what avalanche control method to use.
  C immediately used explosives to prevent an avalanche.
  D decided to carry out a preliminary check.

3 Kyron removed his safety rope so that he could
  A move his body about more freely.
  B inspect the snow more closely.
  C communicate better with Connor.
  D finish his work more quickly.

4 As Kyron was swept along by the avalanche, he
  A was sure he wouldn't survive.
  B got twisted up in his safety rope.
  C wondered about his family.
  D nearly passed out with the pain.

5 Lying buried in the snow, Kyron
  A kept warm by moving his hands.
  B was able to shout to Connor.
  C was in complete silence.
  D managed to maintain an oxygen supply.

4 Explain the words in bold.

5 Fill in: *rescue, impact, ached, broken, intense, tumbled, wrist, wrenched.*

1 The .... team managed to pull the climber out of the avalanche alive.
2 The doctor took my pulse by placing his hand on my ....
3 Tom .... his hand from the letterbox where it had got stuck.
4 James .... down the stairs.
5 His leg muscles .... after the long hike.
6 I had to wear a plaster cast on my .... arm for six weeks.
7 Tracy went to the dentist because of the .... pain in her mouth.
8 He was badly injured due to the sudden .... of his fall.

6 **Think!** Imagine you are Connor. Describe the event from your point of view.

Listening Multiple choice

7 Read the rubric and do the task. Justify your answers.

> You will hear an expert talking about waist fat. For questions 1-4, choose the correct answers, A, B or C.

0 Dr Ling
  A specialises in men's health issues.
  [✓ B] was once overweight.
  C is the world's youngest obesity expert.

1 Carrying waist fat is more serious
  A than carrying it elsewhere on the body.
  B for skinny people than for fat people.
  C for men than for women.

2 The best way to determine if you have too much fat around your waist is to
  A see if your waist measures over 40 inches.
  B compare your waist and hip measurements.
  C check your risk of developing diabetes.

3 Whether a man puts on waist fat depends mostly on
  A his genes.
  B how physically active he was when young.
  C his lifestyle choices.

4 When it comes to weight gain around the waist, beer
  A is the worst type of alcohol.
  B is probably less harmful than wine.
  C is no worse than most other forms of alcohol.

Speaking Role-play

8 Read the rubric and do the task.

> You are working in an office in London, but you have fallen ill. Phone your boss to explain. Include the four pieces of information below in your conversation.
>
> symptoms of illness
> likely recovery time
> doctor's diagnosis
> treatment

Use of English Emphatic structures/ Inversion

- Doctor Evans examined Mary.
  It was Doctor Evans **who/that** examined Mary.
- She needs to have surgery.
  What she needs is to have surgery.
- When are you going to see the dentist?
  When is it that you are going to see the dentist?
- He said he wasn't feeling very well.
  He did say he wasn't feeling very well.
- She had no idea that Lucy was in hospital.
  Little did she know that Lucy was in hospital.
- When/If you see him, you'll realise how sick he is.
  You'll only realise how sick he is **if/when you see** him.
- You shouldn't stop exercising under any circumstances.
  Under no circumstances should you stop exercising.

1 Complete the sentences using the word in bold. Use two to five words.

1 Luisa had no idea that her condition was so serious.
KNOW Little .... that her condition was so serious.

2 Mr Johnson said he felt too dizzy to walk to the doctor's.
DID Mr Johnson .... dizzy to walk to the doctor's.

3 The first aid course should not be missed under any circumstances.
NO Under .... first aid course be missed.

4 When are you taking Grandma to the dermatologist?
IT When .... taking Grandma to the dermatologist?

5 If you get some rest, you'll feel better.
ONLY You'll .... get some rest.

6 The patient needs a prosthetic limb.
IS What .... a prosthetic limb.

7 The nurse called Lee to tell him the good news.
WHO It .... Lee to tell him the good news.

8 Little did Marcia know that the snake was poisonous.
IDEA Marcia .... the snake was poisonous.

9 Only when you see Pete will you realise how much weight he has lost.
SEE When .... realise how much weight he has lost.

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Janice didn't take my advice and had an accident.
IGNORED Had .... my advice, she may not have had an accident.

2 If you dislike the therapy, we'll try another kind.
NOT Should you ...., we'll try another kind.

3 You must not gain more weight on any account.
PUT On .... on more weight.

4 If you want to keep fit, you need to exercise more.
OUT Only by .... keep fit.

5 The doctor had just entered the room when his phone rang.
WALKED No .... into the room than his phone rang.

6 Erica visits me so often that the nurses think she is my sister.
DROP So often .... that the nurses think she is my sister.

7 I wasn't aware that Maggie was in a serious condition.
DID Little .... Maggie was in a serious condition.

8 The doctor promised Tom that the operation would succeed.
DID The doctor .... word that the operation would succeed.

9 If you are left with no medication, call your doctor.
RUN Should ...., call your doctor.

10 He hardly ever participates in discussions.
TAKE Hardly ever .... in discussions.

11 She only started exercising because her friends encouraged her.
UP Had it not been for her friends, she .... regular exercise.

12 He was in so much pain that he was taken to hospital.
BAD The pain .... that he was taken to hospital.

13 Gary never suspected the doctor had lied to him.
TIME At .... the doctor had lied to him.

14 Alex suggested joining a health club.
FORWARD It was .... the idea of joining a health club.

15 You should never take antibiotics without a prescription from the doctor.
NO Under .... take antibiotics without a prescription from the doctor.

• Word formation

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

There were very few things that Indiana Jones, the **0)** *famous* film character, was — **FAME**
afraid of, but even he had a fear of snakes! And with very good reason. Around 650 species of snake in the world
are **1)** .... These snakes have the — **POISON**
ability to inject venom into their victim's body which can cause **2)** .... — **DEAD**
within seconds. Amazingly, however, recent research has discovered that toxins from snake venom can help alleviate pain and even treat diseases. To date, around
a dozen **3)** .... drugs have been — **EFFECT**
developed from snake venom. For example, a patient's blood pressure can
be **4)** .... lowered by using a — **SIGNIFICANT**
chemical taken from the venom of a Brazilian snake. And venom from the
5) .... copperhead viper has — **SOUTH**
been proven to slow down the
6) .... of cancerous tumours. The — **GROW**
same goes for the venom of other creatures. The venom of the yellow Israeli scorpion, for example, is being used in the cure of brain cancer. Unlikely as it
seems, medical **7)** .... are using — **SCIENCE**
the deadliest creatures on the planet to
keep us **8)** ....! — **HEALTH**

• Lexical multiple choice items

4 Choose the correct answer.

1 Experts agree that a healthy diet can help to .... many kinds of cancer.
A prevent B halt C avoid D protect

2 He was badly injured in the crash, but hopefully he will .... full use of his arms.
A restore B win C reach D regain

3 Don't worry, this operation is a very straightforward ....
A procedure B method C routine D technique

4 My doctor has been .... medicine for more than 40 years.
A performing C rehearsing
B applying D practising

5 They can't make a .... until they test her blood.
A declaration C diagnosis
B detection D discovery

6 Disease .... faster in dirty environments.
A expands B widens C grows D spreads

7 He was taken to hospital to receive medical ....
A treatment B care C cure D therapy

8 I'm sorry to say she's in a .... condition and may not survive.
A fundamental B acute C major D critical

9 The doctor says all my wounds will .... in time.
A relieve B cure C heal D repair

10 Drinking tea has some health ....
A advantages B benefits C results D bonuses

• Text completion – Grammar

5 Read the text and complete the gaps by putting the verbs in brackets in the appropriate form.

ACUPUNCTURE

Having needles **0)** *pushed* into your skin might not seem like the best way to treat an illness, but acupuncture **1)** .... **(be)** an important part of Eastern medicine for over 4,000 years. And, as the practice becomes more and more popular in the West, recent scientific research **2)** .... **(suggest)** that it actually works. According to Eastern philosophy, energy, or 'qi', continuously flows along twelve pathways in the body. But sometimes qi can get blocked, causing a person to get an illness. Acupuncture works by pushing needles into a person's skin to unblock the qi. This allows the body to become balanced again. Usually the needles **3)** .... **(not/go)** very deep, only around half an inch, and most people say that you get used to the pain. In traditional Chinese acupuncture there are 2,000 points on a person's body where needles can **4)** .... **(place)**. Korean acupuncture, however, only uses points on the hands, while a French type of acupuncture uses the ears. Indeed, it was a French man, George Soulié de Morant, who first **5)** .... **(introduce)** acupuncture to the West in the early 20th century. Since then, more and more people around the world **6)** .... **(benefit)** from the practice. However much more research needs **7)** .... **(do)**, there is a lot of evidence to suggest that acupuncture **8)** .... **(help)** reduce pain. It can therefore be very effective on people with conditions such as migraines and back pain.

Writing An essay providing solutions to a problem

Essays providing solutions to a problem are discursive essays in which we discuss a problem and its causes as well as the expected results or consequences of our suggestions. An essay providing solutions to a problem consists of:

- an **introduction** in which we state the problem and reason(s) it arose.
- a **main body** which consists of two or more paragraphs, presenting our suggestions and their expected results/consequences. We should start a new paragraph for each suggestion and its results/consequences.
- a **conclusion** in which we summarise our opinion.

We start each main body paragraph with an appropriate topic sentence which states the main idea in the paragraph. Each topic sentence is followed by supporting sentences that further explain the main idea of the paragraph. We normally write such essays in formal style.

1 Read the rubric and answer the questions.

> Following a class discussion on health care and the pressure many doctors are under, your teacher has asked you to write an essay (200-250 words) suggesting ways to reduce the number of patients visiting doctors' surgeries.

1 Who is going to read your essay?
2 Which of the following should you include in the essay?
   - what it's like to work in a doctor's surgery
   - reasons why doctors' surgeries are so busy
   - why you dislike visiting the doctor
   - a brief history of your country's health care system
   - suggestions on how to ease doctors' workloads
   - how to make an appointment to see the doctor
   - the expected outcome of your suggestions
   - the advantages of having regular health checks

2 Read the model and match the headings (A-E) to the paragraphs (1-5).

1 ☐ Doctors' surgeries are busy places these days, with patients seeking advice on all kind of health issues, even minor ones. In the interests of doctors and patients alike, something needs to be done to reduce the number of patients a doctor has to see in any one day.

2 ☐ The situation could be improved if the government were to make more funding available for national health care services. Injecting extra money into the health budget would mean that more doctors could be employed. In this way, the number of patients in an area would be shared, relieving individual doctors' workloads.

3 ☐ Another solution could be to develop more Internet websites where patients can look up their condition and receive an online diagnosis and suggested course of treatment. This would mean that, for minor problems at least, a visit to the doctor would be unnecessary, and people could be helped in the comfort of their own homes.

4 ☐ It would also be a good idea to step up government health education campaigns. Many people are simply not aware of the importance of a healthy lifestyle. If they were better informed about following a balanced diet and exercising regularly, the result would be that fewer people need to go to the doctor.

5 ☐ In short, there are a number of practical solutions to the problem of crowded doctors' surgeries. I firmly believe that if such suggestions were put into practice, the health care system would run more smoothly and both patients and doctors would benefit.

A third suggestion and expected results
B conclusion summarising the writer's opinion
C first suggestion and expected results
D introduction to the topic
E second suggestion and expected results

3 Which of the phrases in the Useful Language box does the writer use in the essay in Ex. 2 to make suggestions? present results?

Useful Language

Making suggestions
- A useful suggestion would be to ... .
- It would be a good idea to ... .
- It would (also) help if ... .
- Another solution could/would be ... .
- The situation could be improved it ... .

Presenting results/consequences
- This would mean (that) ... .
- Then,
- By doing this, we could/would ... .
- The effect of ... would be ... .
- In this way,
- If ..., the result would be ... .

4 a) Match the results (a-d) to the suggestions (1-4).

1 ☐ Do warm-ups and stretching exercises before you play a sport.
2 ☐ Arrange to go to the gym with a friend.
3 ☐ Encourage office employees to take regular breaks.
4 ☐ Vary school dinner menus every week.

a They will be less stressed and more productive in their job.
b Your muscles will be relaxed and there will be less risk of injury.
c Children will not get bored with the meals and go back to eating junk food.
d You will be less tempted to skip exercise sessions.

b) Use phrases from the Useful Language box to write complete sentences, as in the example.

1 *It would be a good idea to do warm-ups and stretching exercises before you play a sport. Then, your muscles will be relaxed and there will be less risk of injury.*
2 ....
....
3 ....
....
4 ....
....

• *Your turn*

5 Read the rubric, then match the results (a-d) to the suggestions (1-4).

> You have had a class discussion on the difficulty of finding time to stay fit and healthy when you are in full-time employment. Now write an essay for your teacher (200-250 words) suggesting ways this can be done.

1 ☐ Cut down on non-active leisure activities like watching TV and surfing the Net.
2 ☐ Work out what time is best for you to exercise and stick to your schedule.
3 ☐ Avoid using sports clubs/gyms that are far away – use facilities in your own area or create your own informal group with friends.
4 ☐ Persuade your employer to provide gym facilities at work.

a You can take advantage of your lunch break to do some exercise.
b Not having to travel long distances will save you valuable time.
c Following a routine will help you make full use of your spare time.
d You will have more time to devote to keeping fit.

6 Use your answers from Ex. 5 to write your essay. Follow the plan and use language from the Useful Language box.

Plan

(Para 1) *state the problem & its cause*
(Para 2) *first suggestion & expected results*
(Para 3) *second suggestion & expected results*
(Para 4) *third suggestion & expected results*
(Para 5) *summarise opinion*

Reading Missing sentences

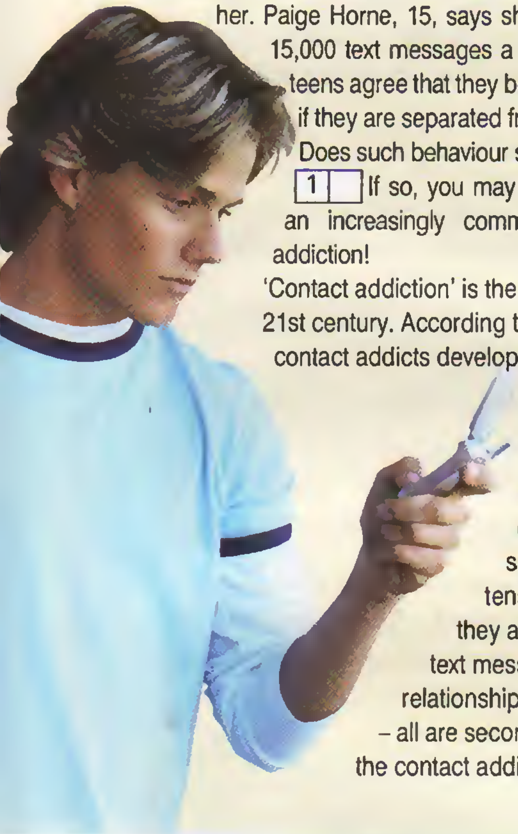
1 Have you got a mobile phone? What do you use it for?

2 How many text messages do you send each day? How many do you think a mobile phone addict sends? Read through to find out.

3 Read the rubric and do the reading task.

> Read the text about mobile phone addiction. Match the sentences (A-I) to the gaps (1-6) so that the text forms a coherent and logical whole. There are two sentences that do not match any gap.

Are YOUR thumbs NUMB?



Teenager Bob Ball, 16, estimates he sends around 600 text messages a day. Alice Cody, 13, admits she sends text messages to her friends even when they are sitting next to her. Paige Horne, 15, says she sends an average of 15,000 text messages a month. 0 *A* All three teens agree that they become anxious or angry if they are separated from their mobiles.

Does such behaviour **strike a chord** with you? 1 If so, you may have the beginnings of an increasingly common addiction: contact addiction!

'Contact addiction' is the new addiction of the 21st century. According to psychologists, contact addicts develop the same kind of **attachment** to their mobile phones that drug addicts do to **narcotics**. They exhibit **withdrawal symptoms** such as tension and anger when they are not allowed to send text messages. 2 Personal relationships, schooling and jobs – all are secondary in importance to the contact addict.

Psychiatrists believe the **root** of the problem is the texter's desire to escape from emotional difficulties such as **depression**, stress or anxiety. In other words, text addicts focus on the pleasure-inducing activity of texting to keep their minds off their real-life problems. 3 Text addicts often suffer from sleep **deprivation** because of their need to keep their phones on 24 hours a day. They suffer from eye strain from **peering** at their mobile screen. Denied access to their mobile, they become moody, **irritable**, and in some cases even ill. 4 The most extreme text addicts spend up to seven hours a day texting. Their thumb joints are damaged from their non-stop texting. 5 Josh Dhaliwal, head of research at mobileYouth, a firm that studies mobile usage in young people, isn't surprised. Text message addiction among young people was "an accident waiting to happen", he says.

Do you think you might have an unhealthy relationship with your mobile? Is your work suffering because of your need to text? 6 If so, perhaps it's time to think about putting yourself in control of your mobile, instead of letting it control you!

A Their **compulsion** to text **takes precedence** over absolutely everything else in their lives.
B According to recent research, as many as one in six young people could be addicted to their mobile phones.
C Regarding her technique, she says, "I don't even look. I've had my phone a long time and I just know where the buttons are."
D They frequently borrow money from friends and relatives to **foot** their mobile bills.
E But unfortunately, compulsive texting brings its own set of problems.
F Research into these illnesses is still at an early stage.
G Do you feel depressed if no one texts you for an hour?
H Do you feel lost without your mobile or check your phone obsessively for messages?
I Their personal relationships and work can suffer.

4 Read the text again and answer the questions. Then, explain the words in bold.

1 How are contact addicts similar to other addicts?
2 What do doctors believe drives text addiction?
3 What physical and emotional symptoms can text addicts exhibit?
4 Why did Josh Dhaliwal say that text message addiction was "an accident waiting to happen" (line 44)?

5 Fill in the gaps with the correct word: *exhibit, non-stop, secondary, compulsive, lost, usage, numb.*

1 After five minutes in the freezing cold, his hands were ....
2 Children can often .... rebellious behaviour as part of the growing up process.
3 That man is a .... liar - don't believe a word he says!
4 I'd be .... without my iPod. I just can't live without music!
5 Money is of .... importance to me when it comes to a career.
6 There has been a dramatic increase in Internet .... rates among old people.
7 It rained .... yesterday.

6 Match the words to form collocations, then use the collocations to make sentences about contact addiction.

1 ☐	strike	a	importance
2 ☐	drug	b	deprivation
3 ☐	withdrawal	c	joint
4 ☐	secondary	d	relationships
5 ☐	sleep	e	a chord
6 ☐	eye	f	symptoms
7 ☐	personal	g	addict
8 ☐	thumb	h	strain

7 Choose the correct preposition.

1 James is irritable because he's suffering **from/with** lack of sleep
2 "It's time to put yourself in control **over/of** the situation," he advised.
3 One in ten people in the survey admitted they were addicted **with/to** exercise.
4 At the moment, training for the marathon takes precedence **above/over** everything else in my life.
5 "Focus **at/on** the positive things in your life, not the negative," she said.
6 Mum said denying me access **with/to** my mobile was for my own good.
7 Never borrow money **from/over** a friend unless you can pay it back.
8 "Try to keep your mind **off/from** your worries," she said.

8 **Think!** What advice might you give to someone with contact addiction? Spend a few minutes writing down some ideas, then share them with the class.

Listening Matching

9 Read the rubric and the statements A-F. Do the listening task. Which words helped you decide?

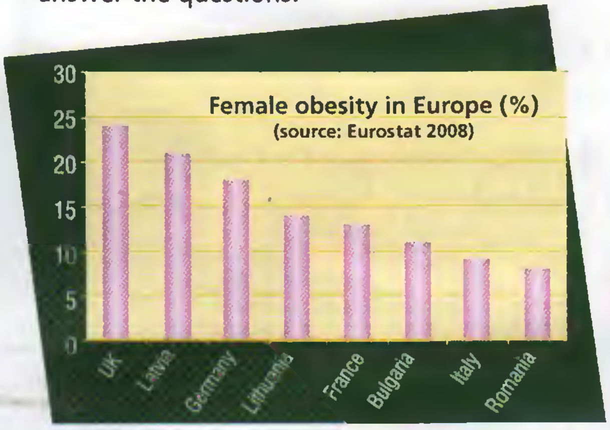
> You will hear five people talking about their allergies and how they affect their lives. Match the statements (A-F) to the speakers (1-5). There is one statement that does not match any speaker.

A It was years before I understood what causes my allergy.
B I have tried everything but I can't stop it.
C I can't take any risks with my allergy.
D At least I only suffer for a part of the year.
E Good housekeeping keeps my allergy away.
F There's not much I can do but wait for the pain to go away.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Monologue

10 Look at the graph. Interpret the data and answer the questions.


Female obesity in Europe (%)
(source: Eurostat 2008)

1 How does Lithuania compare to other E.U countries with regard to obesity?
2 Why do you think so many people in Europe are overweight or obese?
3 What do you think should be done to reduce obesity?

Culture IV

1 Look at the pictures. What do you infer about South Africa from them?

2 Read the text and fill the gaps (1-4) with the sentences (A-E). There is one extra sentence.

A Its national team, the Springboks, are held in high regard all over the world.
B Consequently, many of them had no choice but to work as virtual slaves for the colonists.
C Nevertheless, a number of distinct social changes are forecast.
D On the other hand, it does have its own unique characteristics.
E In fact, experts consider the whole area to be one of the first cradles of civilisation.

3 Read the text and mark the sentences *T* (true) or *F* (False) or *DS* (doesn't say). Correct the false statements.

1 Humans as we now know them first appeared 3 million years ago. ....
2 Many South Africans can trace their origins back to the Bantu-speaking peoples of central Africa. ....
3 The native South African peoples did not give up their land easily to the European settlers. ....
4 'Whites' are the second largest racial group in South Africa. ....
5 English is the official language of the South African government. ....
6 J.R.R. Tolkein wrote stories about his native land. ....

4 Match the words to form collocations.

1		domesticated	a	language
2		high	b	origins
3		diverse	c	player
4		iron	d	potter
5		official	e	settlement
6		permanent	f	regard
7		skilled	g	tool
8		talented	h	animal

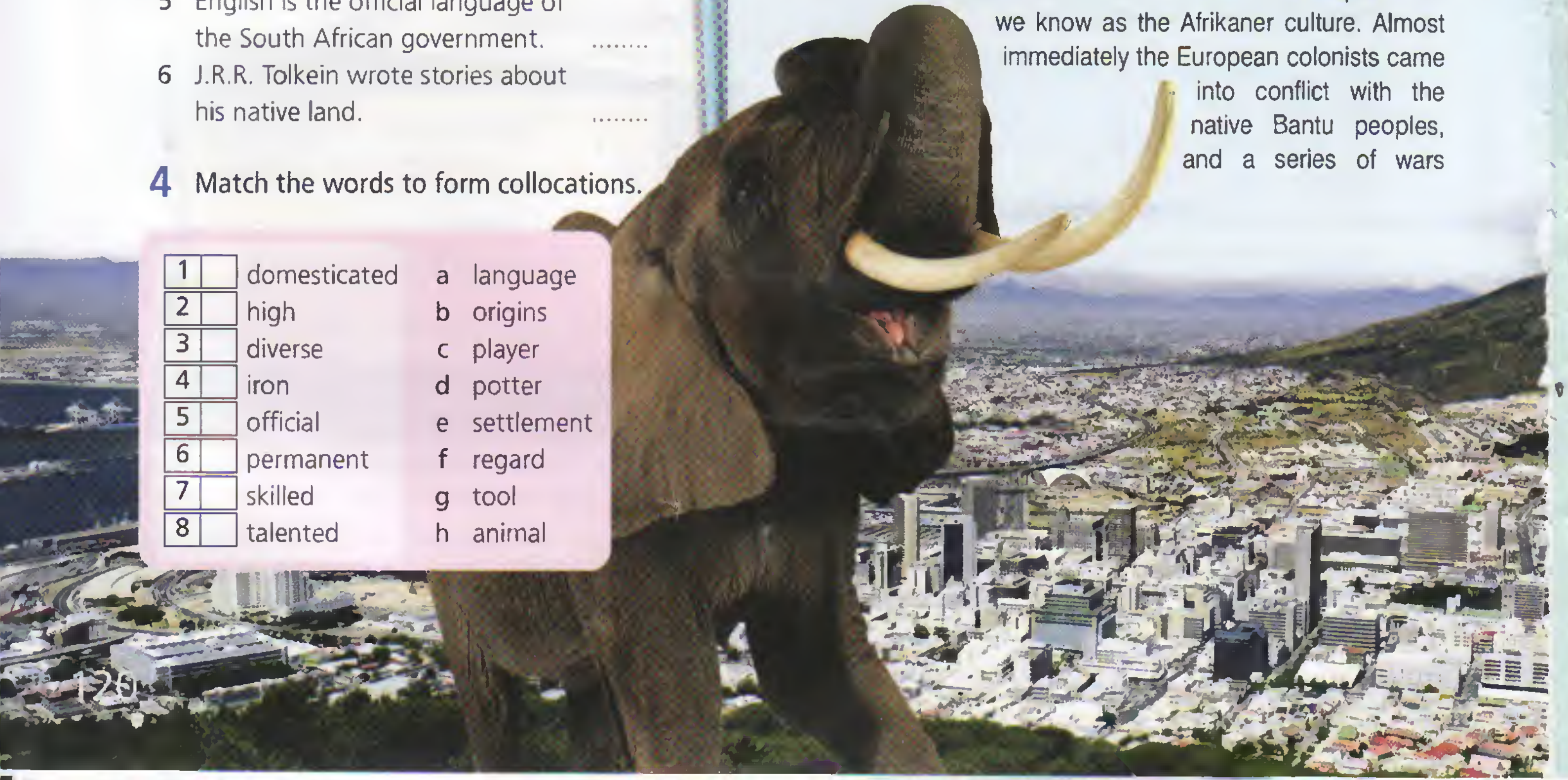
Country Fact File

Name: Republic of South Africa
Location: southern Africa
Size: 1,221,037 sq km
Population: 49,999,300
Capital: Pretoria, Cape Town, Bloemfontein

South Africa

Modern humans have lived in South Africa for over 100,000 years and their ancestors for over 3.3 million years. In fact, South Africa was one of the first regions in the world to be inhabited by human beings. 1 Early inhabitants were hunter-gatherers who wandered the land in search of food. Sometime after 500 BC, groups of Bantu-speaking peoples from central Africa started migrating to southern Africa. Gradually, these peoples conquered and absorbed the original inhabitants of the region. The Bantu-speakers had an advanced Iron Age culture. They lived in huts in small villages, kept domesticated animals and practised agriculture. They made iron tools, were skilled potters and developed trade with other regions. Bantu-speaking peoples are the ancestors of many modern-day South African peoples, including the Zulus.

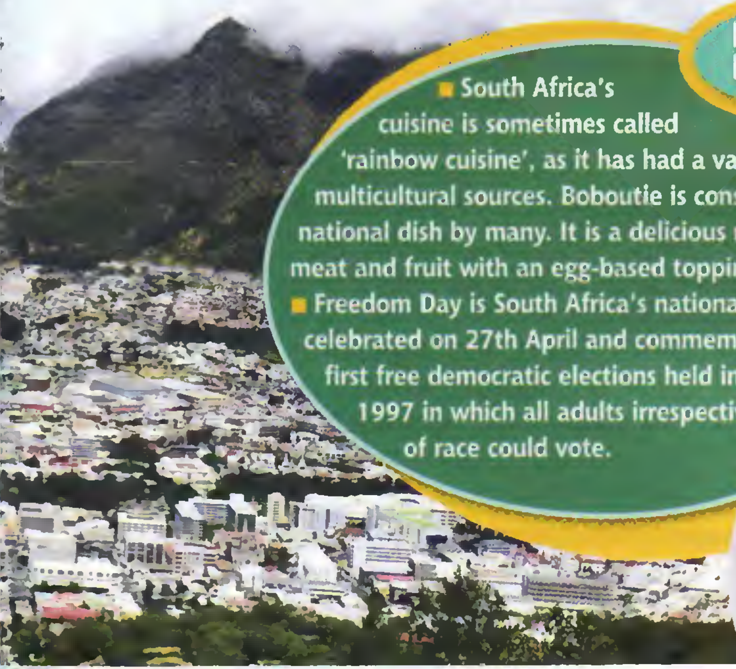
Europeans didn't reach South Africa until the late 15th century when the Portuguese explorer Bartolomeu Dias sailed past what is now known as the Cape of Good Hope in 1488. The first permanent European settlement was established by the Dutch in Cape Town in 1652, and served as a supply station for ships. In the late 17th century, settlers from France, Germany and Holland arrived in South Africa and developed what we know as the Afrikaner culture. Almost immediately the European colonists came into conflict with the native Bantu peoples, and a series of wars



were fought to gain control of the land. The Europeans eventually drove the native South African peoples from their land. 2

Today, South Africa is a nation of some 50 million people of diverse origins and backgrounds. About 80% of the population is Black African, about 10% is White, and the remaining 10% are of various other origins. South Africa has eleven official languages including English, Afrikaans and Zulu. Even though English is recognised as the official language of business and science, it is only spoken as a first language by about 8% of South Africans. South African English is similar to British English. 3 For example, its vocabulary includes many words borrowed from Dutch, Flemish and African languages. 'Ja' means yes in South Africa and comes from Dutch, 'gogo' means grandmother and comes from Zulu, and 'choomie' means friend and comes from the English word 'chum'.

South Africa is an enormous country, rich in biodiversity. It has a vast savannah where animals like lions, leopards, elephants, hyenas and springboks (the national animal of South Africa and the name of the national rugby team) roam. Likewise, the country has an exceptional variety of rare and beautiful plants. South Africa is strong in the arts, music and sport. The country is known for producing talented rugby players. 4 Some of the oldest art in the world has been discovered in South African caves, and many South African artists are recognised today for their work. One of the most creative authors of our time, J.R.R. Tolkein, was born in South Africa. With no shortage of creativity, a long history, a spectacularly beautiful landscape and majestic wildlife, South Africa is surely one of the greatest countries on the planet.



Did you KNOW?

- South Africa's cuisine is sometimes called 'rainbow cuisine', as it has had a variety of multicultural sources. Boboutie is considered the national dish by many. It is a delicious mixture of spicy meat and fruit with an egg-based topping.
- Freedom Day is South Africa's national holiday. It is celebrated on 27th April and commemorates the first free democratic elections held in 1997 in which all adults irrespective of race could vote.

5 Find words in the text which mean:

1 highly developed (para 1)
2 a place of origin; a birthplace (para 1)
3 to adopt/use as one's own (para 3)
4 cause to become one with (para 1)
5 to move about without a definite destination or purpose (paras 1 & 4)
6 people from whom we are directly descended (para 1)
7 respect/esteem (para 4)
8 acknowledged (para 4)

6 Complete the phrases with *as*, *from*, *into*, *of* (x2), or *with* (x2).

1 in search ....
2 to serve ....
3 to develop trade ....
4 to drive them .... the land
5 to gain control ....
6 to come .... conflict ....

7 **Think!** Why do you think Europeans wanted to settle in South Africa?

8 Make notes under the headings; then use your notes to present South Africa to the class.

Name **Location**
Flora/Fauna **Brief history**
Population **Languages**
Arts/Famous people

Quotations

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela, President of South Africa (1994-1999)

MODULE 12 Science & Technology

Science

1 Fill in the gaps with the words: *uncovered, published, conducting, provide, announced, invented.*

1 It is important to do thorough research on a topic before .... an experiment.
2 Scientists have .... new evidence that life could exist beyond earth.
3 Yesterday, scientists .... a major breakthrough in the fight against malaria.
4 The scientist was asked to .... evidence to support his hypothesis.
5 The archaeologists .... their findings in the journal.
6 Who .... the microwave?

• *Word formation*

2 Complete the sentences with the correct form of the words in the brackets.

1 Galileo was the first .... (astronomy) to use a telescope to view the stars and moon.
2 We wanted to study the .... (relation) between atoms and molecules.
3 The .... (science) evidence for biological evolution is overwhelming.
4 The research indicates that drinking coffee in .... (moderate) could have beneficial effects.
5 After successfully booking my plane ticket online, I received a .... (confirm) email.

Computers

3 Complete the sentences with the words *attach, disconnect, install, keep, specialise.*

1 Can you help me .... this new software, please?
2 You should .... backups of all your important files.
3 I'm studying computer science at university, but I .... in programming.
4 You should click '..' on the 'Safely Remove Hardware' icon.
5 Can you please show me how to .... photos to an email?

4 Fill in with: *editing, back-up, delete, drive, folder, graphics.*

A: Sam, have you finished 1) .... that PowerPoint file yet?
B: No, not yet. I'm done with the text but I'm still working on the 2) ....
A: You're remembering to 3) .... all the pictures in which our old company logo appears, aren't you?
B: Of course.
A: Good. Please make a 4) .... copy of the file when you're finished and put it in the 5) .... labelled 'Presentations' in my shared 6) ....

Mobile phones

5 Choose the correct word.

1 I have to **upgrade/re-do** my handset. It's old.
2 **Give/Send** me a missed call and I'll call you back.
3 I use a **hands-free/remote** headset when I'm talking on the phone.
4 After someone calls you on your mobile, you can save their number to your **contacts/connections** list.
5 You can **transfer/download** free ringtones from this website.
6 I'll **message/text** Jack the picture so he can see the place himself.

User guides

6 Fill in with: *charge, connect, install, set, synchronise, disconnect.*

Have a new iPod? This handy guide will help you 1) .... it up and use it.

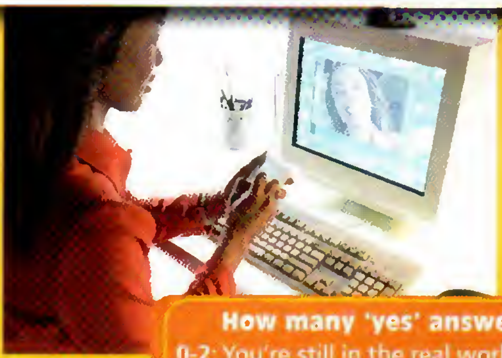
- Download and 2) .... the latest version of iTunes from www.itunes.com/download.
- 3) .... your iPod to the USB port on your computer, using the cable.
- Follow the onscreen instructions to 4) .... your iPod with songs from your iTunes library.
- Leave your iPod connected to your computer to fully 5) .... the battery.
- 6) .... the cable from your iPod when you are ready to use it.

The Internet

7 Complete the quiz questions with *wi-fi*, *online*, *surf*, *purchase*, *write*, *skip*, *looking*. Then, answer the questions for you.

Quiz Are you an Internet addict?

1 Do you usually have your meals whilst .... for information online?
2 Have you ever chosen holiday accommodation simply because it had .... access?
3 Do you contact .... friends more often than people you actually see in real life?
4 Do you .... products online that you could buy in shops in person?
5 Do you often .... meals because you get carried away on the Internet?
6 Do you read or .... blogs while doing your homework?
7 Do you .... the Internet for more than four hours a day?



How many 'yes' answers?
0-2: You're still in the real world.
3-5: You should spend less time online.
6-7: You are an Internet addict!

• *Words often confused*

8 Choose the correct word.

1 Facebook and Skype make it much easier to **keep/hold** in touch with friends in other countries.
2 I **posted/sent** a video clip on YouTube for you.
3 He **uploaded/loaded** pictures from the party onto Facebook.
4 Send all your friends an email to **update/upgrade** them on your news.
5 It's quicker to **research/search** a project online.
6 Be careful not to **contaminate/get** a virus on your computer when you're **downloading/taking** files from the Internet.
7 I use a touchscreen on my personal organiser to **input/put** data.

Success

9 Choose the appropriate word.

1 Tanya couldn't believe she had **accomplished/succeeded** her goal of passing all her final exams.
2 Diana finally **managed/achieved** her ambition of becoming a marine biologist.
3 Terry had **triumphed/earned** over the other entrants in the design contest.
4 He has **won/gained** a reputation as a brilliant scientist.
5 Scientists claim they have **managed/succeeded** in detecting life on other planets.
6 She **fulfilled/won** her lifelong dream of winning the Nobel Prize in Physics.

• *Prepositions*

10 Choose the correct word.

1 You need to plug the USB cord **into/onto** the computer to transfer your files.
2 I rely **of/on** my personal organiser to organise my life.
3 Does the radiation emitted from mobile phones have an effect **on/of** people's brains?
4 He shows a lot of interest **in/for** marine biology.
5 This resource can be of great help **to/of** those who want to learn about computer science.

• *Phrasal verbs*

11 Choose the correct word.

1 It turns **up/out** that Nicole cheated in the chemistry test.
2 Scientists want to find **out/of** more about Mars.
3 You need to slow **down/up** and read all the research material thoroughly.
4 Bill needed to come **down/up** with a new idea for his biology assignment.
5 I had to turn **off/down** my friend's invitation because I wanted to finish my project.
6 He carried **away/out** an experiment on dolphins.
7 The presentation went **off/out** as planned.
8 My computer broke **off/down** and now I have to take it to a specialist to be repaired.

See Vocabulary Bank on p. 186

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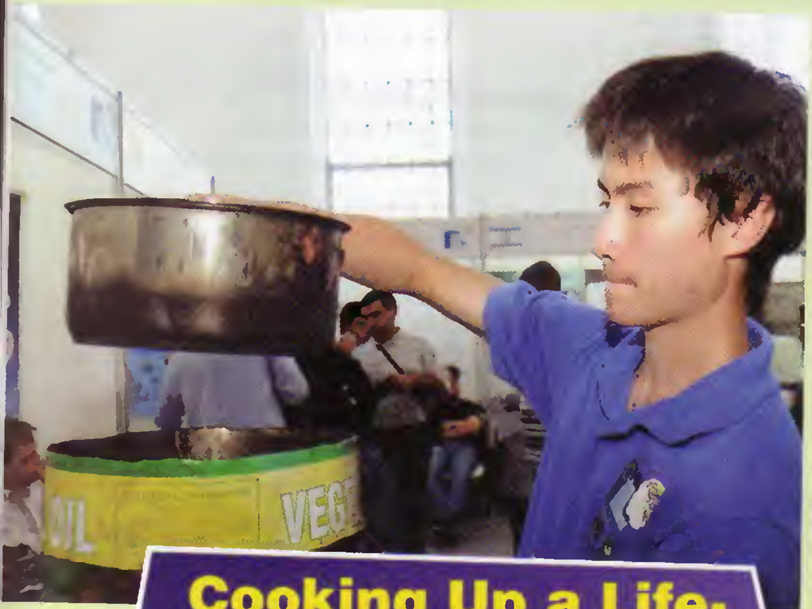


Cooking Up a Life-changing Invention

0 *E* When 18-year-old Richard O'Shea from County Cork, Ireland, won top prize at the BT Young Scientist & Technology Exhibition 2010 for his project entitled 'A biomass-fired cooking stove for developing countries', he couldn't **contain** his excitement. Richard had designed a **stove** that burned hot using no more than **scraps** of wood and that produced almost no smoke. Not only that, it could be built from old tin cans and nails using just a Swiss army knife.

1 ☐ As Richard explained to the judges: "Every day more than two billion people in the world have to cook their food without electricity, on stoves that use wood as **fuel**. And every year, thousands of people in developing countries die from smoke **inhalation** from cooking on these stoves in poorly-**ventilated** homes. My design makes it possible to build highly **efficient**, almost smoke-free stoves from everyday items. Hopefully, they can improve the lives of people in the developing world."

2 ☐ Richard's proud mother Helen O'Shea, who is from Malaysia, said that her son had grown up in a household where there had always been a lot of **conversation** about the challenges facing people in the poorer countries of the world. She added that she and Richard's father, Michael, had met while they were both working in Africa on **overseas** development projects. "Charity work and volunteering are a way of life for our family," she said.

3 ☐ As the winner of the competition, Richard received a **trophy** and a €5,000 prize, together with a €5,000 travel **bursary** to visit Africa to test his stove. He also was given the honour of representing Ireland in the annual EU Young Scientist Competition. The competition judges said Richard had made a very strong **impression** on them for coming up with a design that used simple materials (tin cans and nails) that are very easy to find in **third-world** countries.

4 ☐ Richard now wants to get his stoves to developing countries as quickly as possible. He is currently working with charities to make this happen. Asked if he ever **considered commercialising** his design, Richard said: "This is not about making money. I don't want to market my product. I just want to get the stove into the hands of the people who need it as soon as possible." Richard's **selflessness** and enthusiasm make him a true role model for the youth of today!

Reading Matching headings to paragraphs

1 Read the title and the first sentence in each paragraph. What do you think Richard has invented? Who is his invention useful to? Read through to find out.

2 Read the rubric, then do the reading task. Which words helped you do the task? Compare with your partner.

Read the text and choose from headings A-G the one which best summarises each paragraph. There are two headings you do not need to use.

- A UNHEALTHY COOKING CONDITIONS
- B NOT ABOUT PROFIT
- C FROM A WEALTHY BACKGROUND
- D A TRADITION CARRIED DOWN
- E A GREAT IDEA
- F PRESTIGIOUS AWARDS
- G PROUD OF HIMSELF

3 Fill in the gaps with the words in their correct form: *challenge, market, honour, role, contain, come up*.

1 Katie is a positive .... model for aspiring young scientists.
2 They couldn't .... their laughter when they saw Bill's crazy invention.
3 Researchers are invited .... with inventive ideas for conserving energy.
4 We decided that .... the product was a good idea because it would be profitable.
5 They discussed the many technological .... facing developing countries.
6 "It's a real .... to be representing my country," he said.

4 Choose the correct prepositions.

1 The scientist's brilliant lecture made a strong impression **to/on** the students.
2 We should get it **at/into** the hands of our customers as soon as possible.
3 Not everyone has the luxury of cooking **by/on** electric stoves.
4 "I'm relying **at/on** you to come up with a great idea," he said.
5 Please explain **to/for** the judges your reasons for entering this competition.
6 Many smokers die **from/by** lung cancer.

5 Match the words in bold in the text to their synonyms. What part of speech is each?

• cooker • prize such as a cup or statue
• presently
• substance burned to provide heat or power
• developing • control • foreign
• thought about • discussion • effective
• organisations that help people in need
• putting on the market • impact
• putting other people's interests first • aired
• money given to sb to assist them to study
• small pieces • process of breathing in

6 **Think!** Do you think Richard's decision not to market his invention but offer it to charities was the right one? In three minutes write a few sentences. Read them to the class.

7 ICT In groups, find out about other teenage inventions that have improved people's lives. Present the information to the class.

Listening True/False statements

8 Read the rubric and the sentences, then do the listening task.

> You will hear a conversation between two friends about a new invention. Mark statements 1-5 *T* (true) or *F* (false).

		True	False
1	Jimmy and Mark thought that the referee's decision was unfair.		
2	The intelligent football takes the place of the referee.		
3	During the game a central computer sends information about the game to the referee.		
4	The intelligent football is currently on the market.		
5	The design of the football was changed because of a problem with an electrical switch.		

Speaking Dialogue

9 Read the rubric and do the task.

> You and your classmate would like to take part as a team in a young scientist competition for schools. You have different ideas about what would be the best project to work. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English Determiners/Pronouns

- Kate is a chemist and so is Ryan.
  Both Kate **and** Ryan **are** chemists.
  Kate is a chemist and Ryan is **as well**.
- Dr Brown will do the experiment or else Dr Smith will.
  Either Dr Brown **or** Dr Smith **will** do the experiment.
- Bill hasn't studied science and Jill hasn't either.
  Neither Bill **nor** Jill **has** studied science.
- Ruth, Jenny and Karen don't like computer games.
  None of them like/likes computer games.
- He is the best data analyst of all.
  No one analyses data **as** well **as** he does.
- Einstein, Darwin and Newton were scientists.
  All three of them were scientists.
- There isn't anything in the test tube.
  There **is nothing** in the test tube.
- No one can find the solution.
  There isn't anyone who can find the solution.

1 Complete the sentences using the word in bold. Use two to five words.

1 My sister is studying to be a doctor and so is my cousin.
AND Both my ....
.... studying to be doctors.

2 You can ask Dr Watson or the receptionist about your appointment.
EITHER You can .... the receptionist about your appointment.

3 I don't go to university and neither does my sister.
I Neither ....
.... to university.

4 Bob, Sally and Cath don't like the new science teacher.
OF None ....
.... the new science teacher.

5 Terry Tao is the best mathematician in Australia.
AS No one ....
Terry Tao is at maths in Australia.

6 There isn't anything we can do about it now.
IS There ....
about it now.

7 No one is in the lab to carry out the experiment.
WHO There isn't anyone in the lab ....
.... the experiment.

8 Julie and James didn't take part in the experiment.
NOR Neither Julie ....
.... the experiment.

9 Both Larry and Pete are good at algebra.
WELL Larry is good at algebra ....
....

• *Lexicogrammatical word transformations*

2 Complete the sentences using the word in bold. Use two to five words.

1 Everyone brought their laptops except John.
WHO The only ....
.... their laptop was John.

2 It is a three-day journey to the moon.
TRAVEL It .... to the moon.

3 He doesn't know much about computers.
LITTLE He .... of computers.

4 May I lower the volume of the music?
DOWN Would you ....
.... the music?

5 Jane dislikes chatting online and so does Linda.
FOND Neither Jane ....
.... of chatting online.

6 Jack, Chloe and Fay participated in the study.
PART All ....
.... in the study.

7 George helped me with my science homework, which was kind of him.
GIVE It was kind ....
a hand with my science homework.

8 This issue has nothing to do with you, Mary!
NONE This issue ....
.... business, Mary!

9 I can't find my lab coat anywhere.
ACROSS I still ....my lab coat.

10 If anyone feels they can't stay, tell me now.
FEELS If ....,
..........................staying, tell me now.

11 Not many people attended the science exhibition.
HARDLY There ....
.... at the science exhibition.

12 Each child who went to the camp had a good time.
ENJOYED All ....
at the camp.

13 The scientist built the robot on his own.
TOGETHER The scientist ....
.... himself.

14 It was my duty to delete the files.
RESPONSIBLE I .... the files.

15 Nobody understands me when I speak Italian.
MYSELF I can't ....
.... when I speak Italian.

16 Ben, Lucy and Tom don't like science.
KEEN None .... science.

17 An experiment was performed by students today.
OUT The students ....
.... today.

Word formation

3 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

Whether there is life on other planets has always been one of the **0)** *greatest* questions in science but it remains difficult to prove. In 2010, a group of NASA scientists made a **1)** .... that aroused a lot of **2)** .... Using the Kepler, a telescope that is mounted on a satellite in space, they spotted a planet that is very similar to Earth. They called it Kepler 10b. After eight months of **3)** .... , they were able to estimate the size of the planet and concluded that Kepler 10b is the smallest, known planet outside our solar system and the only one that is **4)** .... This means that Kepler 10b is like Mars or Earth; it has a solid surface as opposed to one formed **5)** .... of gases. However, scientists think that Kepler 10b is **6)** .... to support any form of life. They came to this **7)** .... conclusion because temperatures on its surface can rise to around 1,300 degrees Celsius. Nevertheless, its discovery can be described as an important **8)** .... breakthrough.

GREAT
DISCOVER
EXCITE
OBSERVE
ROCK
ENTIRE
LIKELY
DISAPPOINT
SCIENCE

Lexical multiple choice items

4 Choose the correct answer.

1 Life on other planets still .... a mystery.
A maintain B remains C keeps D proves

2 You should always .... new files on your PC.
A support B back up C justify D hold

3 Genes help us .... with illnesses.
A fight B win C face D cope

4 How many planets comprise our solar .... ?
A system B circle C panel D way

5 The company .... a new cell phone on the market.
A presented B launched C revealed D started

6 Who .... in winning a Nobel Prize in Physics in 1964?
A succeeded C achieved
B managed D accomplished

7 That was a great breakthrough in scientific ....
A investigation B process C research D trial

8 Check your PC's recycle .... for the lost document.
A basket B bin C box D bag

9 The Internet is a rich .... of information.
A model B power C source D link

10 Mobile phones may adversely .... our brains.
A influence B control C injure D affect

Multiple choice cloze

5 Read the text and decide which answer, A, B, C or D best fits each gap.

The Ig Nobel Prize

Most scientists dream of **0)** *winning* a Nobel Prize. It is the greatest award a scientist can be honoured **1)** .... and often comes after decades of careful research. Most often, winners are scientists who have answered important questions about existence or made discoveries that have helped advance **2)** .... human race. But not every scientist works on research projects that, for instance, try to cure diseases or discover life on other planets. There are also scientists who spend their time on the simpler, more mundane questions of science. Take, for example, the group of scientists from Newcastle, UK, who worked **3)** .... the fact that cows with pet names produce more milk than cows without pet names; or the team of Australian mathematicians who studied how many times you have to take a group photograph to make sure **4)** .... has their eyes open. Both of **5)** .... research projects were awarded not Nobel Prizes, but Ig Nobel Prizes. The Ig Noble Prizes began in 1991 to honour scientists who first make people laugh and then make them think. They are organised by a magazine called Improbable Research and, since 1995, the awards have been presented at a ceremony in Harvard University, USA. The committee that chooses the winners often includes former Nobel Prize winners as well as university lecturers and sci-fi writers. And **6)** .... the fact that the ceremony often involves **7)** .... of fun and laughter (including the tradition of throwing paper aeroplanes onto the stage), the organisers always emphasise that the prizes are not meant to **8)** .... fun of the winners. In fact, most winners thoroughly enjoy the occasion and fly across the world just to collect their awards.

0 A winning
B gaining
C earning
D acquiring

1 A by
B with
C to
D at

2 A a
B an
C the
D –

3 A out
B off
C around
D towards

4 A all
B either
C everyone
D each

5 A them
B theirs
C this
D these

6 A although
B even
C despite
D though

7 A lots
B much
C many
D lot

8 A play
B make
C show
D do

Writing A descriptive essay about a famous historical person

A **descriptive essay about a famous historical person** requires us to describe a famous person from the past and to explain something about them, *e.g. why we admire them, how they have changed our/others' lives* etc. It consists of:

- an **introduction** in which we mention the name of the person, when and where they were born and what they are famous for.
- a **first main body paragraph** in which we briefly describe the person (appearance/character) and talk about their early/late years and achievements etc.
- a **second main body paragraph** in which we explain the reasons for their success, how they have influenced other people's lives etc.
- a **conclusion** where we write our comments and/or feelings about this person.

Notes:

- Essays describing historical persons should be written using past tenses.
- Each main body paragraph should begin with a topic sentence that summarises the main idea of that paragraph.
- When including information on physical appearance or personality/character, ensure that it is relevant to the task. For example, it is highly unlikely that a description of a famous scientist would require any reference to their physical appearance, whereas a description of a film star probably would do.
- A variety of adjectives should be used to describe the person and their achievements, as well as linking devices to join shorter sentences and make the essay flow.

1 Read the rubric and underline the key words. Then answer the questions.

> Describe a famous historical person you admire for their contribution to technology and explain why they are of importance today (200-250 words).

1 How many paragraphs will you write?
2 What tense(s) will you mainly use?
3 Will you include a physical description of the person? Why (not)?

2 Read the model and match the headings to the paragraphs.

1 ☐ Johannes Gutenberg was born around the year 1398 in Mainz, Germany. His revolutionary new printing press was arguably the single most important invention of the second millennium.

2 ☐ A hardworking and determined man, Gutenberg enabled books to be produced more quickly and easily. Until Gutenberg's time, books were laboriously copied out by hand. Gutenberg, who had trained as a goldsmith in his youth, was the first person who thought of using movable metal letters in printing. These could be set in a frame to spell words and then clearly printed on paper. Gutenberg spent many years perfecting his machine. Then, around 1450, the first major book was printed using this new method – the Gutenberg 42-line Bible, so called because it had 42 lines per page. Despite the success of his invention, Gutenberg never became rich. He had borrowed money to advance his work and eventually had to sell his printing press to pay his debts.

3 ☐ The invention of the printing press has had far-reaching effects on people's lives. It was successful because it initiated an information revolution and brought knowledge to a wider reading public, not just the wealthy few. Furthermore, the printing press was absolutely crucial for the advance of science and technology. Without it, the Cultural, Scientific and Industrial Revolutions would not have taken place.

4 ☐ I admire Gutenberg for coming up with the invention that changed the lives of poorly-educated people. He put knowledge into the hands of everyone and can be considered an early pioneer of modern technology.

a comments/feelings
b reasons they are important
c who the person is
d description of appearance/character/achievements

3 Complete with information from the model.

DESCRIBE	Character/ Personality	…………………… ……………………
	Achievements	…………………… ……………………
EXPLAIN	Reasons for success/ Influence on people's lives	1) …………………… …………………… 2) …………………… ……………………

• Adjectives

4 Fill in the gaps with the correct adjective: *impatient*, *shy*, *cheerful*, *bossy*, *selfish*, *persistent*.

1 She talked in a low voice because she was rather ....
2 He was very .... and always told people what to do.
3 Marilyn was .... She was always in a good mood and smiled a lot.
4 Todd was so .... ; he only cared about himself.
5 He was .... and couldn't wait for anything.
6 Paul was very .... and refused to give up trying to prove his theory.

5 Match the topic sentences to the paragraphs. Which main body paragraph is each?

1 ☐ She had a fiery passionate personality which always came across in her roles. In her fifty-year film career, Elizabeth proved she had a very versatile talent. From being a child star in the film *National Velvet* in 1944, she went on to play parts as various as the Queen of Egypt in *Cleopatra* to a university professor's wife in *Who's Afraid of Virginia Woolf?* Her co-star Richard Burton, who she married twice, appeared in 11 films with her, and they gave sparkling performances together.

2 ☐ He could always predict what new mobile devices people would want in a couple of years' time, before they even realised it themselves. This was the key to his success. He would then find ways of producing and marketing the new technology before any other manufacturer had even thought of it. He not only cornered the market on mobile technology in the early 2000s but revolutionised people's lives with it.

3 ☐ She had to fight her father, who wanted her to be a social worker and not study chemistry, but eventually she got a research place at King's College, London. There she did pioneer work on the DNA molecule from 1951-53 and was the first person to actually photograph the structure. Although she was on the verge of making her findings public, she died in 1958 at the early age of 37. Her colleague Watson and his friend Crick went on to take the credit for discovering DNA and were awarded the Nobel Prize in 1962.

A Rosalind Franklin's career did not exactly run smoothly.
B With her dark sweeping eyebrows and stunning violet eyes, Elizabeth Taylor had a great screen presence.
C Not only was Steve Jobs an imaginative designer but he was also a practical and far-sighted businessman.

• Your turn

6 Read the rubric. Think of a person and make notes under the headings: *Name* – *Occupation* – *Born* – *Famous for* – *Description of person and achievements* – *Effect on our lives/Justification*.

Describe a person from your country's history who has made an important contribution to science. Explain how they have affected our lives today and why you admire them (200-250 words).

7 Use your notes from Ex. 6, the plan and the language from the Useful Language box to write your composition.

Plan

(Para 1) *who the person is*
(Para 2) *description of person & achievements*
(Para 3) *effect on our lives & justification*
(Para 4) *comments/feelings*

Useful Language

Introducing a person
- One of the greatest (scientists) of all time was ... .
- X was born in ... on ... .

Describing a person & their achievements
- What was most striking about X was ... .
- X was a ... person with ... .
- X will chiefly be remembered for ... .
- One of X's main achievements was ... .
- X is most notable for ... .

Explaining and justifying
- The key factor in/main reason for X's success is ... .
- The result of this has been ... .
- For this reason, ...

Expressing feelings
- What I most admire about X is ... .
- I feel extremely ... .
- X richly deserves to be ... .

12

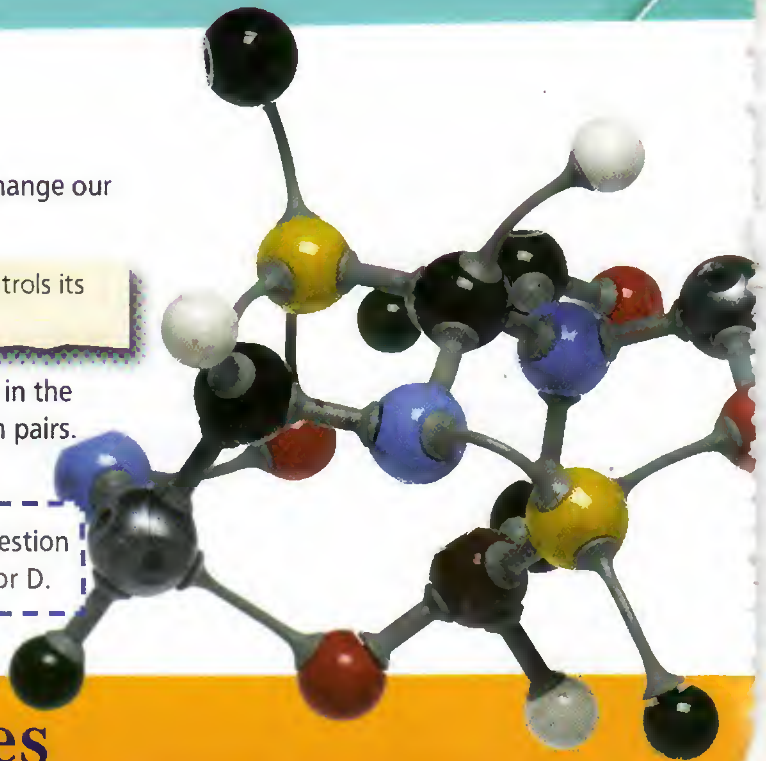
Reading Multiple choice

1 Read the definition. Do you think it is possible to change our genes? Read through to find out.

gene /dʒiːn/ (C n) part of a cell in a living thing which controls its physical characteristics, growth and development

2 Read the rubric, then do the task. Which sentences in the text justify your answers? Compare your answers in pairs. Then, explain the words in bold.

You will read an article about genes. For each question choose the right answer by circling letter A, B, C or D.



It's All In The **Genes**

Our genes affect everything from how susceptible we are to certain diseases to how well we respond to medicines. It's little wonder, then, that genes are the hottest topic in medical research today!

Our genes help to determine everything about us, from our physical appearance, to how we behave, to what diseases we are likely to get.

In 1990, scientists **embarked on** an ambitious project: to identify every single one of the 25,000 or so genes that make up the human genome*. This project – known as the Human Genome Project – is now complete. Scientists now know the identity of all of our genes (although they have yet to **figure out** what most do). Scientists say this knowledge brings them much closer to developing effective treatments for hundreds of illnesses. The reason why? **Defects** in genes can cause disease in humans.

Take the gene that scientists call 'HTT'. When a person has a defect in this gene, they develop a terrible, incurable disease when they hit middle age. This disease – known as 'Huntington's disease' – ultimately leaves sufferers unable to walk, talk and even **swallow**. People who don't carry a defect in the HTT gene (the majority of the population) never develop Huntington's disease.

Scientists are confident that one day they will be able to cure diseases like Huntington's disease by introducing healthy copies of genes into the bodies of people who have **faulty** genes. This is called 'gene therapy'.

So far about 10,000 diseases have been identified that are caused by faulty genes. With luck, many of these diseases will one day be cured using gene therapy. However, this day is still a long way off, as tremendous technical difficulties must be overcome before gene therapy becomes a reality. In the meantime, doctors will have to continue treating diseases with **conventional** medicines.

Interestingly, this is where the Human Genome Project comes in again. Why? Because our genes not only determine our susceptibility to various diseases. They also determine how we **respond** to medicines!

Doctors have long known that different patients respond differently to the same medicine. A particular drug may cause **side effects** in some people, not work for others, while with yet others, it may even make the illness worse! Now scientists know the reason why: people respond to medicines differently because of **variations** in their genes. Today, on average, any given medicine on the market only works for about half of the people who take it! Among cancer patients, the rate of **ineffectiveness** jumps to 75 percent. Even worse, every year over 100,000 people die from the **adverse** effects of medicines, and another 2.2 million experience serious reactions.

Doctors wish they could be certain how a patient would respond to a medicine before they give it to them. Well, one day they may be able to. Scientists say that once they understand how specific gene variations respond differently to medicines, doctors will be able to **prescribe** medicines based on an individual's unique genetic **profile**.

What does this actually mean for you? It means you would never have to worry about a doctor giving you a medicine that would not work on you, or worse, could do you harm!

---

* genome: all the DNA in an organism, including its genes

1 After the 1990 study, scientists still don't know
- A the relationship between genes and disease.
- B the functions of all our genes.
- C the approximate number of genes we have.
- D when they will finish identifying all our genes.

2 Huntington's disease
- A is unlikely ever to be cured.
- B does not affect children.
- C is not uncommon.
- D causes defects in the HTT gene.

3 According to the article, gene therapy
- A is now being used to treat thousands of diseases.
- B is a technique for finding faulty genes.
- C is only in the early stages of development.
- D won't ever be as effective as conventional medicine.

4 People who take the same drug
- A may experience a variety of reactions.
- B usually suffer from a number of side effects.
- C have a 75 percent chance of being cured.
- D all recover, but at differing rates.

5 It is possible that doctors in the future will
- A no longer need to write prescriptions.
- B have one medicine that is effective for everyone.
- C use medicines to change patients' genetic profiles.
- D be able to assess patients' drug needs precisely.

3 Fill in: *effective*, *incurable*, *gene*, *conventional*, *genetic*, *middle*, *hot*, *side*, *ambitious*, *physical*.

1 .... age
2 .... treatment
3 .... project
4 .... disease
5 .... appearance
6 .... effect
7 .... therapy
8 .... topic
9 .... medicine
10 .... profile

4 a) What are the two main points the text makes about genes? Write a summary of about 60 words.

b) ICT In what other ways can the study of genes affect our lives? In groups, collect information and present your findings to the class.

5 **Think!** Imagine you could do genetic testing to see if you were susceptible to a serious disease. Would you want to find out or not? In three minutes write a few sentences. Tell the class.

Listening Matching

6 Read the rubric and the statements. Do the task.

You will hear five people talking about inventions that have improved their lives. Match the statements (A-F) to the speakers (1-5). There is one extra statement that does not match any speaker.

A It really helps me with my studies.
B It's got far more storage space than I need.
C It allows me to put all my data in one database.
D With this, I can never get lost.
E This is far better than the older versions.
F With this I can be in constant contact with my loved ones.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Role-play

7 Read the rubric.

Listen to someone doing the task. Give two reasons why his answer is not appropriate. Then, do the speaking task.

You are visiting your brother, who is studying in England. You have decided to buy a new mobile phone while you are there and you are now in an electronics store which your brother has recommended. Include the four pieces of information below in your conversation.

guarantee

price

additional features you want the new phone to have

what you mostly use your old phone for

MODULE 13 The Natural World

Vocabulary Weather

• *Collocations*

1 Fill in: *frost, breeze, gust, winds, sleet, soar, wave, drizzle, mist, downpour, fog, humidity.*

1 Forecasters say the heat .... will continue well into next week.
2 It isn't easy sailing in strong ....
3 Sam was caught in a heavy .... on the way home and got soaked to the bone!
4 During the monsoon, there's a lot of .... in the air, which makes things hot and sticky.
5 Last night it was so cold, the windows were covered in .... this morning.
6 You must take extreme care when driving in thick ....
7 A sudden .... of wind almost blew his hat off his head.
8 Temperatures are forecasted to .... above 40 degrees today.
9 The next morning, the hills were veiled in a fine ....
10 Although the day was hot, a gentle sea .... cooled it down somewhat.
11 As the day grew colder, the rain turned into ....
12 You don't need an umbrella – it's only a light .... outside.

• *Idioms*

2 Choose the correct word.

1 Mark was on **cloud/wind** nine after he passed his driving test.
2 Jane isn't well. She's feeling a little under the **weather/climate**.
3 He had a face like **lightning/thunder** after I admitted cheating on the test.
4 Thanks for the gift. It really **brightened/shined** up my day.
5 In the **warm/cold** light of day, you'll realise you made the right decision.
6 Don't chase **raindrops/rainbows**, Brian. You'll never get that job.
7 Jim was just a **pleasant/fair-weather** friend; he just disappeared when we needed him.
8 We couldn't go out; it was **raining/blowing** cats and dogs all day!

Natural disasters

3 Read the news reports and fill in the gaps with: *numerous, extreme, active, local, major, emergency, violent, temporary.*

Mount Merapi Ready to Blow

An evacuation of people living around Mount Merapi, a(n) 1) .... volcano in Indonesia, has begun in the last few hours. Experts fear a 2) .... eruption may take place in the next few days. 3) .... casualties could result if people remain in the area. Authorities have set up 4) .... shelters for locals 20 kilometres away from the volcano.

More Snow in Kendhom

People in the English town of Kendhom experienced another night of 5) .... weather yesterday. 6) .... gales coming in from the west coast continue to cause damage to 7) .... property. Blizzards and bitter cold have forced a number of families to leave the area. 8) .... services are on standby to evacuate others if necessary.

Did you KNOW? Even though life originated in the sea, today the biodiversity on land is much greater. An estimated 95% of all species live on land; only 5% live in the sea.

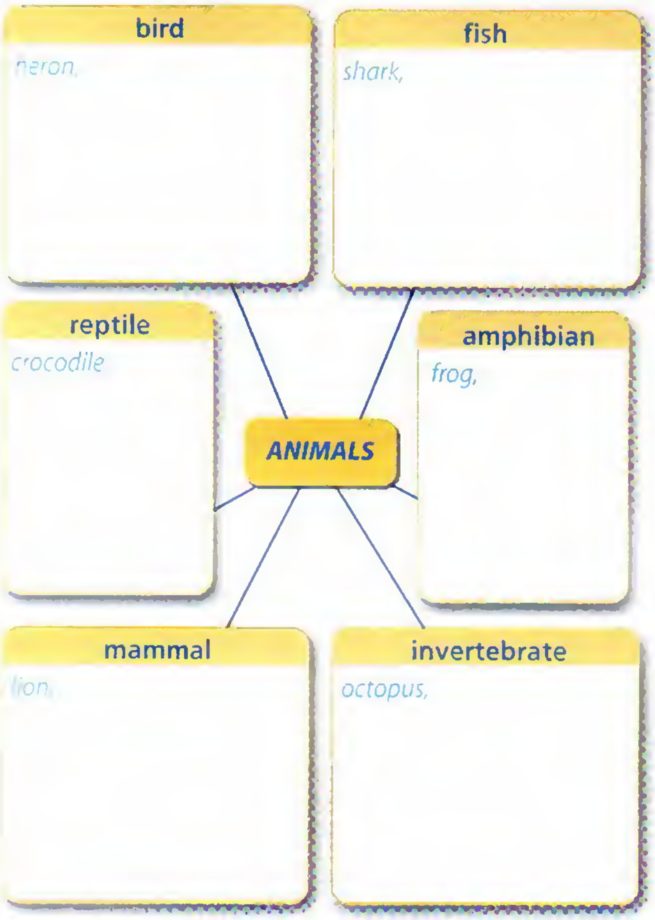
Plants

4 Complete the sentences with the correct form of the words: *leaf, needle, root, trunk, deciduous, bark, branch, chlorophyll.*

1 The main part of a tree is called the ....
2 Trees that lose their leaves in autumn are called .... trees.
3 The .... of a tree absorb sunlight and help make glucose for the tree.
4 .... is the pigment that gives trees their green colour and is necessary for photosynthesis.
5 The .... of a tree absorb water from the ground.
6 Birds like to sit on the .... of trees.
7 The trunk of a tree is covered in ....
8 Pine trees have ....-shaped leaves.

Animals

5 Complete the spidergram with three more examples in each category.



6 Fill in with the correct form of: *breed, hatch, habitat, lay, mate, feed, species, predator, lifespan.*

1 Do you know how many .... of animals there are on the planet?
2 The .... of a particular animal is the number of years it can live.
3 Collies and poodles are just two of the many different .... of dog.
4 Do hens .... eggs every day?
5 Tigers are among the fiercest .... in the world.
6 Wolves .... once a year and the female gives birth to three or four pups.
7 What do you usually .... your dog? Fresh or tinned meat?
8 Eggs need to be kept in a warm place in order to ....
9 The natural .... of crocodiles is freshwater rivers, lakes or swamps.

7 Match the habitats (a-f) to the animals (1-6).

1	☐	lion	**a**	sett
2	☐	rabbit	**b**	den
3	☐	bee	**c**	nest
4	☐	badger	**d**	warren
5	☐	ant	**e**	hive
6	☐	wasp	**f**	hill

• *Prepositions*

8 Choose the correct preposition.

1 The pink river dolphin is **in/at** great danger of extinction.
2 The group is concerned **of/with** the conservation of the Siberian tiger.
3 This treaty forbids the hunting **for/of** endangered species.
4 The motorway has caused a lot of damage **to/at** the natural habitat of badgers.
5 There is now a ban **of/on** fox hunting in England.
6 Most of the animals in the zoo were born **in/with** captivity.

Space

• *Collocations*

9 Choose the correct word.

1 A **sun/solar** system is a group of planets and the sun that they orbit.
2 One **bright/light** year is the distance light travels in a year.
3 A **black/dark** hole is a region in space from which nothing, not even light, can escape.
4 **Exterior/Outer** space is so big that it would take years to travel to the closest star, Alpha Centauri.
5 The cratered surface of the Moon shows the effect of cosmic **collisions/crashes**.
6 According to the Big **Bang/Break** theory, the universe began by expanding from an unimaginably tiny point.
7 Light, X-rays, TV and radio transmissions are all kinds of electromagnetic **waves/walls**.
8 Solar **flares/spots** are violent eruptions of gas on the Sun's surface.

See Vocabulary Bank on p. 188

13

The Day the Sea Rose Up in Fury

Tomohiko reached into the **bulging** bag of corn and **withdrew** a large handful, spreading it evenly on the ground for the hungry chickens at his feet. Then he stood up, and looked out across the land to the blue ocean which lay not half a mile in the distance. Ever since he was five years old, feeding the chickens had been Tomohiko's preferred daily chore. He looked forward to the birds running excitedly towards him each afternoon, clucking noisily for the tasty meal he had brought. Sometimes he carried corn in his bag, sometimes worms, and occasionly their favourite treat of **table scraps**. 0 *D* After all, didn't everyone who tried their eggs agree that they were by far the tastiest in the village?

Tomohiko turned his face towards the sun. The air was remarkably still for a mid-winter's day and the yard unusually quiet. 1 ☐ Today was his parents' wedding anniversary and tonight there would be a celebration. His father had gone into town to buy food for the evening's festivities and his mother had taken his little sister to pick up Tomohiko's grandparents. Tomohiko knew he had to hurry himself because soon everyone would be home and he had promised his mother he would sweep the garden path and pick some flowers for the table before she returned.

2 ☐ Earthquake **siren**! For a moment, Tomohiko stood **frozen to the spot**. Then, he remembered what his father had always told him: get to higher ground! Dropping the corn bag, he started running.

The earth rolled violently beneath Tomohiko's feet as he made his way up the steep **slope** behind his house. Earthquakes were a part of life in the region where Tomohiko lived, but he had never experienced one as forceful as this before. This time, the ground shook so much, he was unable to keep his **balance** and slipped again and again. Then, all of a sudden and without knowing why, Tomohiko stopped and turned back to look at the shore. 3 ☐ An angry mass of thick, black water was racing inland. Tsunami!

Tomohiko watched in horror as the wall of water swept through his village. Bicycles, trees, cars, houses – the wave picked up objects large and small as if they were matchsticks. Tomohiko began shaking uncontrollably. Were his family down there in amongst the waves? Or had they managed, like him, to get to higher ground?

After what seemed to be an eternity, and with a huge roar, the black wave retreated back into the sea. 4 ☐ Running through the streets, he screamed out his mother's, father's and sister's names again and again. All around him, people were doing the same. The sounds of human despair filled the air.

Hours passed and Tomohiko's sense of hopelessness increased. 5 ☐ Mud and the **shattered remains** of houses filled the streets. How many people had been **swept away**? Tomohiko wondered. And then he saw them. **Huddled** together, with his grandparents by their side, his mother, father, and sister. All, by some miracle, were safe. Tomohiko ran **sobbing** into his mother's arms.

That fateful day came to be known amongst villagers as 'the day the sea rose up in fury'. 6 ☐ So many in his village had lost their loved ones. It was always a miracle to Tomohiko why his family had been spared.

Reading Missing sentences

1 In one minute, list as many natural disasters as you can think of.

2 Read the title of the text. Which natural disaster(s) do you think the text is about? Read through and check.

A The sight that confronted him made him cry out in terror.
B Just then, a familiar and unwelcome sound broke the silence.
C But Tomohiko would forever refer to it as the luckiest day of his life.
D Tomohiko knew he did a good job of keeping the chickens happy.
E The village was unrecognisable.
F The water was absolutely freezing.
G His thoughts wandered to his family.
H He couldn't have hoped for anything better.
I Tomohiko raced towards the village.

3 Read the text and choose from the sentences A-I the one which best fits each gap. There are two sentences which you do not need to use.

4 Fill in: *bulging*, *slope*, *confronted*, *wandered*, *huddled*, *shattered*, *balance*.

1 They .... together in an attempt to keep warm.
2 A spectacular sight .... them: a 500-metre high waterfall.
3 The .... was so steep he had to stop and rest many times.
4 The bag was .... with sweets.
5 The glass .... completely when it hit the ground.
6 He lost his .... and fell over.
7 He tried to concentrate but his mind ....

5 Explain the words in bold in the text.

6 Choose the correct word.

1 The noise **broke/froze** the silence.
2 We feed our chickens table **pieces/scraps**.
3 He **withdrew/retreated** his hand from the bag.
4 He **refers/recalls** that day as the happiest in his life.
5 Laughter **filled/rolled** the air.
6 The water level **rose/swept** quickly.
7 The earthquake caused the ground to **shake/slope** for more than 30 seconds.

7 **Think!** Imagine you are Tomohiko's father. Describe the experience from your point of view. How did you feel when you saw Tomohiko? In three minutes write a few sentences. Tell the class.

Listening True/False statements

8 Read the rubric, then do the task. Compare your answers with your partner's.

> You will hear a news report about sinkholes. Mark statements 1-5 *T* (true) or *F* (false).

	True	False
1 Sinkholes are holes in the ground which always form suddenly.		
2 The sinkhole in the Sichuan province swallowed up a family home.		
3 Several drivers have driven into sinkholes on motorways.		
4 Sinkholes can result from man-made or natural causes.		
5 Before a sinkhole opens up, water may appear on the land.		

Speaking Dialogue

9 Read the rubric and do the task.

> You and your friend would like to raise money to help people who have lost their homes in a recent earthquake. You have different ideas about what would be the best way to raise the most money. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

13

Use of English Grammar Revision

1 Complete the sentences using the word in bold. Use two to five words.

1 They say that he is very good at his job.
BE He ....,
very good at his job.

2 I haven't seen Bob since secondary school.
LAST The ....
.... Bob was in secondary school.

3 It wasn't necessary for you to buy the children gifts.
BOUGHT You ....
the children gifts.

4 It was very difficult to answer all the questions on the test.
DIFFICULTY I ....
.... all the questions on the test.

5 Samantha wants to travel around Asia instead of going to university.
RATHER Samantha ....
around Asia than go to university.

6 All the students went to the planetarium apart from Laura.
ONE Laura was the only ....
.... to the planetarium.

7 Malcolm learned how to skate when he was 15.
WHEN Malcolm was ....
how to skate.

8 Oliver had the smallest car that Simon had ever seen.
SMALL Simon had never seen such ....
.... Oliver's before.

9 You can use my laptop but don't spill your coffee on it.
LONG You can use my laptop ....
.... don't spill your coffee on it.

10 Peter is the best basketball player of all.
WELL No one ....
Peter does.

11 I'm sure Jane hasn't forgotten about the meeting.
WON'T Jane ....
about the meeting.

12 Shall I help you do the washing up?
HELP Would you like ....
the washing up?

13 "Let's collect money for a charity," she said.
SUGGESTED She ....
for a charity.

14 The couch was too big for them to fit through the door.
THAT It was such a large couch ....
it through the door.

15 No one knows why she is sad.
REASON No one knows ....
sadness.

16 Despite being neighbours, they have never spoken to each other.
FACT In spite ....
they are neighbours, they have never spoken to each other.

17 He isn't our boss but he treats us like one.
THOUGH He treats us ....
our boss.

18 He installed an alarm system. He didn't want to get burgled.
FEAR He installed an alarm system ....
.... burgled.

19 Steve called the restaurant. He wanted to book a table.
ORDER Steve called the restaurant ....
.... a table.

20 The teacher is very patient with her students.
SHOWS The teacher ....
.... with her students.

21 Mark prefers walking to driving.
THAN Mark prefers ....
.... drive.

22 "Don't forget to collect the tickets from the travel agent's," he said to her.
REMINDED He ....
the tickets from the travel agent's.

23 He didn't go out because he was feeling ill.
WOULD If he hadn't been feeling ill, he ....
.... out.

24 He had just woken up when the phone rang.
THAN No sooner ....
.... the phone rang.

25 When you go outside, you'll realise how cold it is.
WILL Only when you go outside ....
.... how cold it is.

26 No one could answer Steve's question.
ANYONE There ....
.... answer Steve's question.

27 Frank earns the same as Paula.
MUCH Frank ....
.... Paula.

28 Debra gave me that present.
WHO It ....
.... that present.

29 It's a shame that Steven can't come to the party.
COULD If ....
.... to the party.

30 "I didn't take the money," he said.
DENIED He ....
.... the money.

- *Word formation*

2 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partner's.

Most water parks around the world include
shows of dolphins performing tricks. But in
2008, a group of wild dolphins living along
Australia's 0) *southern* coast were observed **SOUTH**
performing tricks similar to those performed
by dolphins in 1) ....! Australian **CAPTIVE**
beachgoers were stunned to see a group of
dolphins walk on the water with their tails, an
action serving no 2) .... purpose. So **APPEAR**
why did these dolphins start 'tail-walking'?
Scientists believe the most likely 3) .... **EXPLAIN**
is they picked up the 4) .... from a **BEHAVE**
member of their group that had spent time
in a dolphinarium. In the 1980s, Billie, one of
the females in the group, spent a few weeks
in a dolphinarium recovering from
5) .... She received no training **NUTRITION**
there, but 6) .... saw others tail- **DOUBT**
walking. Billie must have taught her group
the trick when she was returned to them.
Scientists say it's no surprise that dolphins
learn from each other. What is surprising,
however, is that dolphins seem to have
'cultural' 7) .... of ideas and skills, just **TRANSMIT**
like humans and apes. Dolphins have always
been considered intelligent. But it seems we
are only now beginning to realise just how
8) .... these animals really are! **BRAIN**

- *Lexical multiple choice items*

3 Choose the correct word.

1 Temperatures are expected to ...... in the next few days.
A lower B drop C sink D dip

2 Our recycling efforts have already had a positive ...... on the environment.
A impression B feeling C impact D mark

3 We've ...... the point where we can no longer ignore the problem.
A arrived B got C reached D come

4 As soon as the fog ......, it started raining heavily.
A raised B rose C drew up D lifted

5 Global warming is ...... wildlife with extinction.
A daring C warning
B threatening D risking

6 Nature ...... us with all we need to survive.
A lends B provides C caters D stocks

7 We need to .... a greater sense of responsibility.
A develop B produce C form D grow

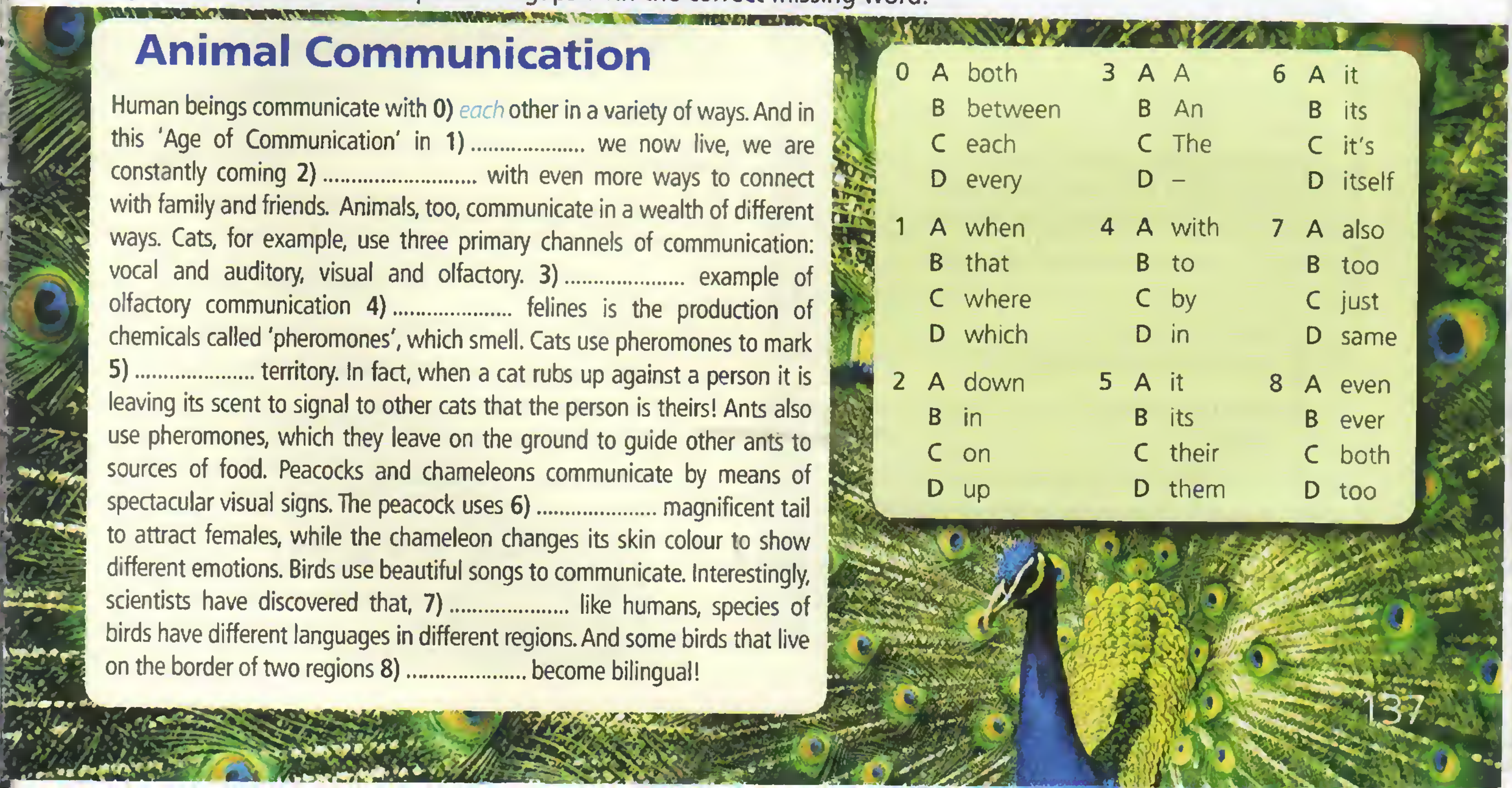
8 Never buy products that come from ...... animals.
A risky C extinct
B endangered D threatening

9 They joined WWF, the world's ...... environmental organisation.
A important B leading C unique D head

10 Explore the forest and discover what animals ...... there.
A inhabit B occupy C exist D locate

- *Multiple Choice Cloze*

4 Read the text and complete the gaps with the correct missing word.



Animal Communication

Human beings communicate with 0) *each* other in a variety of ways. And in this 'Age of Communication' in 1) .... we now live, we are constantly coming 2) .... with even more ways to connect with family and friends. Animals, too, communicate in a wealth of different ways. Cats, for example, use three primary channels of communication: vocal and auditory, visual and olfactory. 3) .... example of olfactory communication 4) .... felines is the production of chemicals called 'pheromones', which smell. Cats use pheromones to mark 5) .... territory. In fact, when a cat rubs up against a person it is leaving its scent to signal to other cats that the person is theirs! Ants also use pheromones, which they leave on the ground to guide other ants to sources of food. Peacocks and chameleons communicate by means of spectacular visual signs. The peacock uses 6) .... magnificent tail to attract females, while the chameleon changes its skin colour to show different emotions. Birds use beautiful songs to communicate. Interestingly, scientists have discovered that, 7) .... like humans, species of birds have different languages in different regions. And some birds that live on the border of two regions 8) .... become bilingual!

0 A both B between C each D every
1 A when B that C where D which
2 A down B in C on D up
3 A A B An C The D –
4 A with B to C by D in
5 A it B its C their D them
6 A it B its C it's D itself
7 A also B too C just D same
8 A even B ever C both D too

Writing A review of an event

Reviews of events are brief accounts of the things that take place there. Their purpose is to inform readers about the event while also giving an opinion and a possible recommendation.
A review of an event usually consists of:

- an **introduction** in which we write the name, date and type of event as well as any background information about it *(eg. when it first started etc)*.
- a **main body** in which we describe the principal features of the event, make general comments and give our opinion *(eg. performances, acting etc)* in separate paragraphs.
- a **conclusion** in which we write our recommendation.

Reviews of an event are usually found in newspapers, magazines, or as part of a letter. The style used depends on the publication and the intended reader so it can be either formal or semi-formal. We use present tenses to review an annual event and past tenses to review an event we have attended. We also use a variety of adjectives to make the review more interesting and appealing to the reader.

1 Read the rubric and underline the key words, then answer the questions.

> It was Earth Day last weekend. Your school newspaper has asked its readers to submit reviews of the school Earth Day event you attended. Write your review giving a brief summary of what happened and how successful it was. (200-250 words)

1 Who is going to read your review?
2 Which of the following should you include? Tick.
  a where it took place ....
  b what people did there ....
  c what the school is planning for next year's event ....
  d number of people who attended ....
  e how your class prepared for the event ....
  f anything special that happened ....

2 a) Read the model and match the paragraphs to the headings.

1 ☐ Last Friday was Earth Day and my school organised a tree-planting party in a park in our town. The aim of Earth Day is to inspire people to take action to protect the environment.

2 ☐ Hundreds of people, both young and old, came to the park to participate in this worthwhile event. The Mayor started the proceedings by giving an inspiring speech about the environment and planting a tree in the centre of the park. Then, other members of the community planted trees and flowers in various areas of the park. After this, local actors gave a number of clever and humorous performances all based on the theme of trees. Local chefs and other people presented a variety of cakes, tarts and jams made with local fruit and farmers from the surrounding area gave people samples of their fruit crops to taste. In the evening there was a big fruit feast followed by a fantastic rock concert.

3 ☐ At the end of the evening I felt very happy. I was delighted that so many people came to the event and everyone had such a great time. The food was delicious and the bands that played were brilliant. As well as that, there was a warm, caring atmosphere and you really felt people wanted to be there.

4 ☐ I highly recommend the school's Earth Day event as every year we do something fun and exciting to help the environment. It is a great family event that everyone enjoys.

a general description
b name, place, reason
c recommendation
d comments, opinion

b) What tenses does the writer use? Why?

c) What adjectives does the writer use to describe the following?

- the people who attended the party
- the tree-planting event
- the Mayor's speech
- the actors' performances
- the rock concert
- how the writer felt at the end of the evening
- the food/bands
- the atmosphere
- the yearly Earth Day event

3 a) Read the extract from a film festival review and replace the words in bold with antonyms from the list.

- basic • noisy • unenthusiastic • boring
- insignificant • long-winded • serious
- traditional

The festival is held in **1) luxurious** surroundings and is attended by some of Hollywood's most **2) celebrated** stars. The festival kicks off with a **3) light-hearted** speech by the master of ceremonies, followed by a screening of some of the year's most **4) interesting** films, exploring, as they do, the social problems facing **5) modern** society. After the screening comes the awards ceremony. The atmosphere becomes very **6) quiet** in the seconds before the winners are announced. Then, the actors step up to accept their prizes and deliver a **7) short** speech, followed by the audience's **8) rapturous** applause.

b) Read the extract from a street carnival review and fill in the gaps with adjectives from the list.

- colourful • huge • spectacular • annual
- local • great • talented

During this **1)** .... festival, the town comes alive. People build **2)** .... floats and parade through the town centre. **3)** .... musicians from all over the world come to perform on the numerous stages around the town. **4)** .... people and tourists dress in **5)** .... costumes and sing and dance in the streets. In the evening, there are always **6)** .... rock concerts followed by **7)** .... fireworks.

• Comments & opinion

4 Which of the following could you use to recommend a music festival in a review. Tick.

1 It is/was a great opportunity to see the work of so many talented new directors. ....
2 The bands were simply amazing. ....
3 The script was really interesting/rather dull. ....
4 Everything was well organised. ....
5 Tickets are/were quite expensive. ....
6 There were a lot of things to do there. ....

• Your turn

5 a) Read the rubric. What do you have to write? What tenses should you use?

> An English-language magazine has asked its readers to send in reviews of an annual environmental festival held in their country. Write your review including details about what happens during the festival and whether you recommend it (200-250 words).

b) Listen to someone talking about an environmental festival in their country and make notes under the headings.

name	
place	
time	
activities	
tickets	
recommendations	

6 Use your notes from Ex. 6b to write your review of the event. Use phrases from the Useful Language box.

Useful Language

- It is held every year ... .
- The festival celebrates ... . / Its aim is to ... .
- There are concerts/performances/parades for everyone to attend.
- Children can take part in special workshops.
- All ages are catered for.
- Visitors can hear live music/ride to the festival on their bicycles. • The atmosphere is ... .
- I don't hesitate to recommend this festival because ... . • It's a festival not to be missed.

Plan

(Para 1) *name, place, time, reason*
(Para 2) *general description of event (activities, etc)*
(Para 3) *comments/opinion*
(Para 4) *recommendation*

13

SHOOTING stars

Have you ever witnessed a bright light **streaking** across the sky on a dark, starry night? If so, the chances are you were witnessing a rock from outer space falling through the earth's atmosphere!

0 *D* Rocks as small as grains of sand and as large as huge boulders orbit the sun in their billions. Every single day, as the Earth travels on its path around the sun, it ploughs through millions of these rocks, or 'meteoroids' as they are called.

When meteoroids enter the Earth's atmosphere, they fall through the air with such speed that they heat up and burn, leaving a bright trail in the sky behind them. This bright trail of light is known as a 'meteor'. Every single day, millions of meteors occur in the Earth's atmosphere. 1 ☐ Meteors are more commonly called 'shooting stars' or 'falling stars' in **colloquial** language. They are one of the most exciting spectacles in the night sky, especially when hundreds of them appear seconds or minutes apart. When many meteors occur together, the **phenomenon** is called a 'meteor shower'. 2 ☐ Look on any astronomy website and you will get details of when the next meteor shower is taking place. To get the best out of observing a meteor shower, drive to a dark spot well away from any city lights. 3 ☐

Almost every meteoroid that enters the Earth's atmosphere is tiny – just a millimetre or so in size. 4 ☐ Meteoroids that are small **disintegrate** completely in the air and never hit the ground. But meteoroids larger than a pebble are big enough to survive their **fiery** passage through the atmosphere and land on the surface of the Earth. When a meteoroid lands on the Earth it is called a 'meteorite'. Throughout history, meteorites ranging in size from the size of pebbles to the size of huge, life-destroying boulders have struck the earth.

When very large meteoroids strike the planet they produce craters. In the USA, the most famous crater caused by a meteoroid is the misnamed 'Meteor Crater'. 5 ☐ The **rim** rises 150 feet from the surrounding plain, and the hole is 600 feet deep and nearly a mile wide. Meteor Crater was formed about 50,000 years ago when a meteorite of 70 metres hit the Earth at a speed of nearly 60,000 km/h. 6 ☐ You needn't worry about being hit on the head by one. There is not one **confirmed** case of a human being ever having been killed by a meteorite.

A This means the meteors you see in the night sky are caused by rocks that are smaller than a grain of rice.
B However, meteorites larger than the size of a marble are extremely rare.
C The only difference between them was the size.
D Our Solar System is littered with rocky **debris**.
E In fact, look up at the sky on any clear night and you should be able to see about 10 per hour.
F The early hours of the morning are best as more meteors can be seen then.
G It's in Arizona and it's huge.
H You wouldn't want to be under one when it hits.
I Meteor showers occur hundreds of times a year and are predictable events.

Reading Gapped text

1 Do you know the difference between a meteor, a meteoroid and a meteorite? Read the text, then match the terms (1-3) to their definitions (a-c).

1 ☐	meteor	a	a rock from outer space found on the ground
2 ☐	meteorite	b	a piece of rock floating in outer space (and orbiting the sun)
3 ☐	meteoroid	c	a streak of light you see in the sky

2 Read the rubric. Do the task. Which words helped you decide? Then explain the words in bold.

Read the text from which four sentences have been removed. Match the sentences (A-I) to the gaps (1-6) so that the text makes a coherent and logical whole. There are two extra sentences that do not match any gap.

3 Fill in with: *spectacles, disintegrate, passage, misnamed, witnessed, debris, crater.*

1 We .... the event completely by chance – we just happened to be in the right place at the right time.
2 The tsunami washed tons of .... into the ocean.
3 One of the most amazing .... I've ever seen is a volcano erupting.
4 "We need to find the safest .... down the mountain," the hiker said.
5 Scientists believe the .... was formed when an asteroid hit the earth.
6 Plastic bags in landfill sites take a long time to .... completely.
7 The Irish Elk is .... because it was neither exclusively Irish nor was it an elk – it was a deer.

4 Fill in with the verbs in their correct form: *enter, strike, orbit, travel, land.*

1 The tree was .... by lightning and burst into flames.
2 The Earth .... the sun every 365 days.
3 Ash from the volcanic eruption .... on the farmer's crops, destroying them.
4 Light takes about eight minutes to .... from the sun to the earth.
5 Every day, millions of tiny dust particles from outer space .... the Earth's atmosphere.

5 **Think!** What did you learn from the text? In three minutes write a few sentences. Tell the class.

6 **ICT** In groups collect more information about meteors. Present your findings to the class.

Listening Multiple choice

7 Read the rubric and do the task. Justify your answers.

You will hear an interview about red tides. For questions 1-4, choose the correct answers, A, B or C.

0 Red tides are
[✓ A] one colour.
B usually multi-coloured.
C never red.

1 High levels of nitrates and phosphates in the ocean
A kill algae.
B encourage the growth of algae.
C are common in unpolluted waters.

2 Red tides that produce toxins
A kill off fish.
B must not be fished.
C can cause death in humans.

3 The term 'algal bloom'
A is unpopular with scientists.
B is popular with the public.
C refers to red tides.

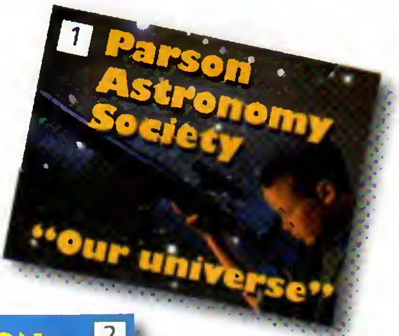
4 When asked where red tides occur, Dr Samuel says they are
A rare in freshwater bodies.
B usual in the middle of the ocean.
C common near shorelines.

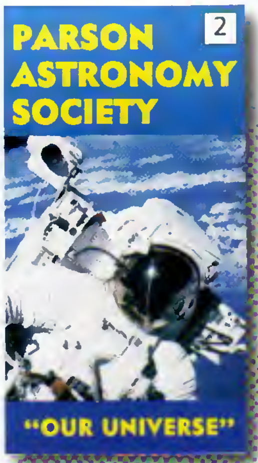
Speaking Making decisions

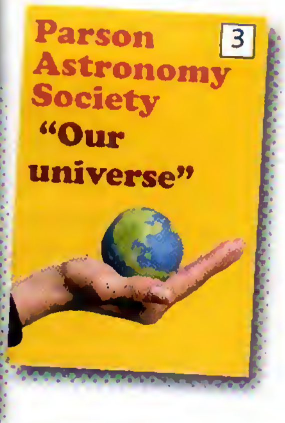
8 Read the situation. Do the task. Use the language below.

Your English school is holding an astronomy lecture. Your class has created some posters to advertise it.

- *Choose the poster which, in your opinion, is the most suitable, and account for your decision.*
- *Explain why you rejected the other two ideas.*







Useful Language

• To me, the most suitable poster is ... because • I find poster ... the most appealing because ... • I don't think poster ... is suitable because ... • Poster ... doesn't appeal to me because ...

MODULE 14 State & Society

Vocabulary State & politics

1 Fill in the sentences about British politics with the words: *Lord, Prime, Labour, House, High, Member, Liberal, Secretary*.

1 The .... of Commons is the part of Parliament whose members are elected by the people.
2 The .... Party is a political party that tries to improve the conditions of ordinary working-class people.
3 The .... Chancellor is the head of the legal system in Britain.
4 A .... of State is the head of a ministerial department such as finance or education.
5 The Deputy .... Minister is the second most powerful member of the parliament.
6 The .... Democrats are a British political party which supports the protection of individual rights.
7 A .... of Parliament sits in the British parliament as a representative of the people they were elected by.
8 The .... Court is one of the senior courts of law in the UK.

• Verb phrases

2 Fill in the gaps with the verbs: *gave, passed, won, cut, voted, ran, outlined, came*.

1 The political party made a promise to .... taxes if elected.
2 Three candidates .... for the position of town mayor.
3 George .... for the Conservative Party in the election.
4 The Prime Minister .... a speech encouraging the public to keep him in power.
5 The new Minister of Finance .... a plan to strengthen the economy.
6 The ruling party .... the election by a huge majority.
7 He .... to power in 2002 and has been the country's president ever since.
8 The government .... a law that made fox hunting illegal.

Law

• Idioms

3 Fill in: *arm, eyes, side, hands*.

1 The judge warned him never to get on the wrong .... of the law again.
2 You can't take the law into your own ...., Brian; you have to let the police deal with this.
3 The drug dealer escaped this time but the long .... of the law will catch him in the end.
4 In the .... of the law, it is illegal to sell on the streets without a licence.

Crime & punishment

4 Fill in: *mugger, car thief, vandal, kidnapper, burglar, arsonist*. Then write the abstract nouns.

1 A(n) *kidnapper* abducts a person and demands a ransom for his/her return. *kidnapping*
2 A(n) .... deliberately sets fire to something, a building etc. ....
3 A(n) .... steals vehicles. ....
4 A(n) .... deliberately damages buildings and property. ....
5 A(n) .... attacks people in public places and robs them. ....
6 A(n) .... breaks into a person's home and steals their belongings. ....

5 Choose the correct word.

1 Trespassing is a minor **offence/defence**.
2 The police investigated the crime **scene/stage**.
3 We should never **crack/break** the law.
4 The police decided not to **give/press** charges and gave her a **warning/notice** instead.
5 They were **accused/sentenced** of murder.
6 The accused had nothing to say in his **defence/verdict** but insisted he was **innocent/suspected**.
7 The jury found him guilty and he was **sent/charged** to prison.
8 He was the only **witness/victim** to Ann's murder.
9 She was **sentenced/charged** to six months' community **service/help**.
10 The death **punishment/penalty** has been abolished in many countries.
11 The young boy admitted having stolen two cars and was put on **probation/trial** for three years.

Social policy

6 Match the social issues *terrorism*, *environmental protection*, *poverty*, *animal rights*, *children's rights* to the statements.

1 The students have started a campaign against the testing of cosmetics on rabbits. ....
2 She has devoted her life to helping abused youngsters. ....
3 It's been estimated that a sixth of the world's population lacks running water. ....
4 We need to raise awareness of the damage being done to the natural world. ....
5 A bomb was detected at the embassy but was detonated without causing any injuries. ....

• *Word formation*

7 Use the words in bold to form new words to fill in the gaps.

1 The government is trying to promote racial .... **(equal)** in the workplace.
2 The law prohibits any form of .... **(discriminate)** against minorities.
3 The USA often prides itself on the ethnic .... **(diverse)** of its population.
4 The legal system has a .... **(responsible)** to protect citizens' human rights.
5 The .... **(employ)** was accused of hiring only men for executive positions.
6 The .... **(violate)** of human rights in the country's prisons is a serious issue.

Domestic & international conflicts

8 Fill in: *sign*, *hold*, *reach*, *take*, *resolve*, *bring* in their correct form.

1 Citizens .... a rally outside the city hall yesterday because of the rise in unemployment.
2 The police need .... action against the rioters in the town centre.
3 The two prime ministers must .... an agreement to end disputes between their countries.
4 Thousands of people have .... the petition against the new gun law.
5 The UN sent diplomats to the county in order to .... the conflict.
6 The peace agreement .... an end to the war.

International organisations

• *Acronyms/Abbreviations*

9 Choose the correct word to complete the names. What does each work on?

1 EU – European **Unity/Union/United**
2 NATO – North **Atlanta/Atlas/Atlantic** Treaty Organisation
3 IOC – International Olympic **Committee/Council/Cooperation**
4 WHO – World **Habitat/Health/Humane** Organisation
5 WWF – World Wildlife **Fund/Finance/Fortune**
6 IMF – International **Money/Monetary/Market** Fund

Religions & places of worship

10 Match the places of worship to the religions. Make sentences as in the example.

1	*d*	Islam (Muslims)	a	stupa
2		Judaism (Jews)	b	church
3		Christianity (Christians)	c	synagogue
4		Hinduism (Hindus)	d	mosque
5		Buddhism (Buddhists)	e	gurdwara
6		Sikhism (Sikhs)	f	mandir

Muslims go to a mosque.

Economy

• *Collocations*

11 Complete the sentences with the words: *family-run*, *cost*, *unit*, *worldwide*, *business*, *income*, *international*, *standards*.

1 The government voted not to raise .... tax for another year.
2 In the future overpopulation may become a(n) .... problem.
3 Our wildlife organisation is opposed to the .... trade in rare species.
4 They had to close their small, ... business during the recession.
5 The .... of living is going up all the time.
6 The pound is the .... of currency in the UK.
7 People in Scandinavian countries generally enjoy high .... of living.
8 The company became bankrupt after a failed .... venture in Asia.

See Vocabulary Bank on p. 190

14

Heading West

During the 19th and early 20th century the United States government offered US citizens a unique opportunity when they passed a law called 'the Homestead Act'; under this law, citizens could set up a new home way out West and be offered the chance to own a share of the land for free.

0 C During the 1840s and 1850s, the 'free soil party' demanded free 'homesteads' for small independent farmers. They believed the **vast** undeveloped land in the West of the nation should be opened up for widespread **agricultural** use.

However, it took 20 years for the Act to become law because the Southern states of the US remained deeply opposed to it. 1 They feared the Homestead Act would create free states that would create a block vote against slavery and **abolish** it. Additionally, debates over land use and rights often made it difficult to **grant** land **claims**.

Eventually, on May 20th, 1862, the Homestead Act was signed into law by President Abraham Lincoln to encourage Western migration. Anyone over 21 who had never taken up arms against the US government, including **immigrants**, unmarried women and former slaves, could file a claim for up to 160 acres of land. 2 They were required to build a home on their chosen site, farm the land successfully and live off it for five years before their claim could be recognised. Then, if the authorities were satisfied, the applicant paid a total of $18 dollars in filing fees, and received a certificate stating the land was now legally theirs.

Just how successful was the Homestead Act? 3 Linda Soukup, a **descendant** of a homestead family still farming in Dakota today says, "land was the opportunity for life in this country." And, indeed, the Act gave many poor people a realistic chance of becoming landowners. 4 The Act also aided the economic development of the Western states, encouraging self-sufficiency as well as industry.

However, the Act resulted in the widespread **displacement** of Native Americans who were pushed out from their homes on the land. 5 Furthermore, some applicants claimed exclusive rights to water sources, which forced other people out of the region. Historians say that the Act was of more benefit to large concerns, like railroad companies, who bought the best land, pushing farmers out into remote areas. 6

By 1900, only about 52% of the applicants who filed a claim actually received legal rights to land. In 1976, the government ended the Homestead Act, as little available land remained, but allowed it to continue in Alaska until 1986. Some people feel that the **principle** of land and freedom lies at the very heart of the 'American dream'. But the wider cost of the Homestead Act was great and the results mixed. Nevertheless, the Homestead Act played a significant part in developing the United States as we know it today.

Reading Missing sentences

1 Read the introduction to the text. What would you like to know about this act? Write three questions. Read through. Does the text answer your questions?

2 Do the reading task. Compare with your partner. Justify your answers. Then, explain the words in bold.

> Read the text and choose from sentences A-I the one which best fits each gap 1-6. There are two sentences you do not need to use.

A A lot of the landowners in the south were quite wealthy.
B Some people argue that it brought prosperity to the US.
C The Homestead Act was the result of an ongoing political campaign.
D This meant that many homesteads failed with farmers abandoning their homes and returning to new urban centres.
E The new influx of farmers also caused massive land erosion.
F The wealthy landowners of the south forced slaves to work their large estates.
G This caused a serious problem.
H Eventually about 10% of the land in the US was claimed and settled under it.
I However, applicants had to prove themselves first.

3 Fill in: *undeveloped, realistic, political, grant, remain, prove, urban, rights, play, remote.*

1 to .... a part
2 .... centre
3 .... campaign
4 .... land
5 to .... opposed to
6 to .... a claim
7 to .... oneself
8 .... chance
9 .... areas
10 receive legal ....

4 Write a summary of the text in 60 words and present it to the class.

5 **Think!** Imagine you were a 'homestead' farmer going to your new home. How would you feel? What would you expect to find there?

Listening Note taking

6 You will hear an interview between a police officer and a burglary victim, Mr James. Complete the statements with one word only.

0 Someone broke the window by the *front* door.
1 Mr James went to .... with his wife.
2 Mr James saw that everything was in .... disarray inside the house.
3 He didn't go inside so as not to disturb any ....
4 Mr James says his .... got concerned about him and his wife.
5 Mr James says that his DVD player, his .... and his laptop have been stolen.
6 He says that he had installed fingerprint .... Software on his laptop.
7 The police officer invites Mr James to speak to a crime .... officer.
8 The police officer asks Mr James if he has home .... insurance.

Speaking Dialogue

7 Read the rubric and do the task in pairs.

You and your classmate are preparing for a school forum on crime prevention in your town. You have different ideas about what measures need to be taken to prevent and reduce crimes such as vandalism and burglary in your town. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Use of English Revision

• *Lexicogrammatical word transformations*

1 **Complete the sentences using the word in bold. Use two to five words.**

1 Pamela has always done well in maths.
GOOD Pamela has .... maths.

2 I can't attend the meeting tomorrow afternoon.
PRESENT I won't be .... the meeting tomorrow afternoon.

3 The actor became famous after he appeared in the film.
FOLLOWING The actor became famous .... in the film.

4 At the end of the concert, the singer thanked the audience for their support.
ENDED The singer .... the audience for their support.

5 There's no chance of us going abroad this summer.
POSSIBLE It won't be .... abroad this summer.

6 Lisa finds it difficult to remember people's names.
EASY It .... to remember people's names.

7 These two cars look the same to me.
TELL I cannot .... these two cars.

8 "You broke my mobile phone!" he said to me.
ACCUSED He .... his mobile phone.

9 What a shame that they cancelled the football match!
ONLY If .... off the football match!

10 David would rather not come to the theatre with us.
FEEL David .... to the theatre with us.

11 Jane's mother didn't allow her to go out last night.
MADE Jane's mother .... in last night.

12 John asked if he might borrow my computer.
WOULD John asked if I.................................. my computer.

13 Lisa is better at volleyball than Christina.
WELL Christina doesn't .... Lisa.

14 She was about to leave when she remembered to turn off the oven.
POINT She was .... when she remembered to turn off the oven.

15 You should brush your teeth so as not to get cavities.
AVOID You should brush your teeth .... cavities.

16 The bank clerk described the robber in detail.
DESCRIPTION The bank clerk .... of the robber.

17 Laura failed to persuade her sister to join the gym with her.
SUCCEED Laura .... her sister to join the gym with her.

18 You should really have a holiday soon.
HIGH It's .... a holiday.

19 Unfortunately, I cannot play the piano very well.
GOOD Unfortunately, I'm not very .... the piano.

20 I totally agree with Mr Smith.
TOTAL I .... with Mr Smith.

21 Julia had never seen a shooting star before.
FIRST It was the .... a shooting star.

22 She was so tired that she couldn't continue walking.
TOO She .... on walking.

23 The teachers talked about the exam results.
DISCUSSION The teachers .... the exam results.

24 "I'm sorry I didn't help you with your homework," she said to me.
HELPING She .... me with my homework.

25 The celebrity never takes any notice of the gossip in the newspapers.
ATTENTION The celebrity never .... the gossip in the newspapers.

26 "Let's postpone the meeting until later in the day," the boss said.
SUGGESTED The boss .... off the meeting until later in the day.

27 Only a few people visit the island during the winter months.
NUMBER There .... of visitors to the island during the winter months.

28 "You should eat less fast food," the doctor said to Alan.
DOWN Alan was advised .... amount of fast food he eats.

29 She didn't know that Henry had bought her an engagement ring.
IDEA She .... Henry had bought her an engagement ring.

30 Sandra always gets angry with her workmates.
TEMPER Sandra is always ....with her workmates.

• *Word formation*

2 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

Jon Gnarr, the mayor of Reykjavik, Iceland, is a **0)** *politician* with a difference. One of the country's leading **1)** ...., Gnarr entered the world of politics by founding his own party, the 'Best Party'! At a time when Iceland was facing **2)** .... difficulties, Gnarr was determined to make Iceland more **3)** .... self-sufficient. His tactics were to make people laugh and thereby build up a sense of trust among voters. During Reykjavik's **4)** .... campaign in 2010, Gnarr's party broadcast a video of its members 'singing' their election promises. Gnarr even promised to put a polar bear in the city's zoo – a pure joke considering the **5)** .... location of Iceland! His first official act as mayor was to introduce 'Hello Day' on 1st September, when the capital's **6)** .... had to greet each other as cheerfully as possible. No doubt this helped to pave the way for the **7)** .... tough measures to follow! Gnarr raised **8)** .... prices, for instance, and cut arts subsidies. Nevertheless, humour has proved a successful recipe and the Best Party continues to hold the majority of seats on the city council.

POLITIC
COMEDY
FINANCE
ECONOMY
ELECT
GEOGRAPHY
RESIDE
USUAL
ELECTRIC

• *Lexical multiple choice items*

3 Choose the correct word.

1 Those accused of crime have the right to a fair ....
A hearing B meeting C audition D trial

2 The ...... was not enough to press charges against them.
A statement B indication C evidence D proof

3 Everyone should have the ...... to express their opinion freely.
A permission B right C licence D duty

4 The new law was ...... after much debate.
A validated B qualified C allowed D passed

5 70% of the people ...... against the new measure.
A chose B voted C elected D cast

6 Police officers who disobey the law will ...... consequences.
A experience B meet C face D deal

7 Police ought to ...... the law more strictly.
A authorise B force C enable D enforce

8 Most people believe that ...... punishment does not compensate for the crime committed.
A principal B capital C major D head

9 Having rules doesn't stop people from ...... them.
A violating C destroying
B disturbing D suspending

10 He was ...... from jail after he served his sentence.
A released B set C issued D let

• *Multiple Choice Cloze Text*

4 Read the text and decide which answer, A, B, C or D best fits each gap.

Microlending and Grameen Bank

Some people really enjoy **0)** *being* their own boss and get a **1)** .... deal of satisfaction from running a successful business. But in order to start **2)** .... a business most entrepreneurs need money. This requires taking out a loan from a bank; but what if banks don't want to risk giving you a loan? In poorer regions of the world this is often a problem. People with **3)** .... or no savings, property or work experience often struggle to get the money required to become entrepreneurs. However, an economic concept known **4)** .... microlending is making a difference for these people. In 1976, Muhammad Yunus, an economist from Bangladesh, founded Grameen Bank with the aim of lending money with low interest rates to the types of people usually ignored by the established banks. **5)** .... this end, Grameen bank started giving loans to the poor, the unemployed, and the illiterate; what mattered was that they had a good business idea and the will to succeed. In most cases, these loans are very small. For example, a Bangladeshi villager might **6)** .... apply for the money that it would cost him to buy some baskets so that he could carry his vegetables to the market. But **7)** .... the smallest loans make a huge difference and over the years Grameen Bank has become a wonderful success. So far, it has lent over $6.5bn to over 8 million borrowers and in 2006 Muhammad Yunus and Grameen Bank **8)** .... awarded the Nobel Prize for Peace.

0	A be	B been	C being	D to be
1	A big	B huge	C grand	D great
2	A up	B in	C on	D out
3	A almost	B few	C little	D none
4	A for	B as	C to	D by
5	A At	B For	C With	D To
6	A justly	B only	C nearly	D solely
7	A also	B too	C still	D even
8	A was	B were	C have	D been

Writing An essay describing a place/building

An essay describing a place or a building usually consists of:

- an **introduction** in which we write the name and location of the place/ building and use(s), where appropriate.
- a **main body** in which we describe the main aspects of the place (what you can see and do there), the building (its interior and exterior), as well as giving historical facts about it.
- a **conclusion** in which we write our comments or feelings and our recommendation.

Essays describing places or buildings can be found in travel brochures, tourist magazines, and on websites etc. We normally write them in a formal or semi-formal style. We use present tenses to describe a place/building and past tenses to write about the historical facts or narrate our visit there.

When we describe a place we can use our senses *(i.e. sight, hearing, smell, touch and taste)* to make the description more interesting.

You can see all three levels at once due to the glass floors. (sight)

Visitors can listen to an audio description of each masterpiece in their own language. (hearing)

The delicious aroma of homemade cakes in the café was irresistible. (smell)

The smooth marble sculptures are hard and cold, but beautiful. (touch)

Afterwards, you can enjoy a delicious lunch in the museum café. (taste)

1 Read the rubric, underline the key words, then answer the questions.

> Your teacher has asked you to write an essay (200-250 words) describing a building of historical importance, including what you can see and do there as well as its history.

1 What are you going to write?
2 Who is going to read it?
3 Which of the following points should you include?

- name
- how to get there
- when it was built/opened
- how often you have visited it
- what it looks like from the outside
- what you can see there
- what it may have been used for in the past
- why you recommend visiting it

2 Read the model and match the paragraphs to the headings.

A comments/feelings/recommendation
B description of the outside (what to do/see there)
C name, location, type of building/what used for
D historical facts
E description of the inside (what to do/see there)

the Tower *of* London

1 ☐ Her Majesty's Royal Palace and Fortress, more commonly known as the Tower of London, is a historic castle located on the bank of the River Thames in London, England. With a history spanning almost 1000 years, the Tower of London has been many things, including a royal residence, a prison, an armoury and a treasury. Today, it is one of England's most popular tourist attractions.

2 ☐ The castle is made up of several courtyards and buildings, and is surrounded by a series of massive defence walls and a dry moat. You can take a free one-hour guided tour around the castle's grounds. The tours are led by wardens called 'Beefeaters', who, dressed in historic clothes, are also responsible for guarding the tower.

3 ☐ Inside the various buildings, you can see, among other things, a collection of medieval arms and armour, and the Tower's greatest attraction: the Crown Jewels of the United Kingdom. These are some of the most precious jewels in the world, set into swords, robes, and of course crowns and which are still used on special state occasions by the Queen of England, Elizabeth II.

4 ☐ The Tower of London has played a prominent role in English history. Many important historical figures were held prisoner there or executed there, including Henry VI and two of Henry VIII's queens.

5 ☐ I really recommend visiting the Tower of London. It is a fascinating day out and a great opportunity to learn all about England's intriguing past.

3 Read the three extracts (A-C). Which senses have the writers used in their descriptions? Underline the words/phrases that tell you.

A The architectural beauty of the Taj Mahal in India has led it to be regarded by many people as the eighth wonder of the world. Built entirely of white marble, the Taj Mahal seems to shimmer silver in the moonlight, glow softly pink in the light of dawn and at the close of day, reflects the fiery tints of the setting sun.

B The Acropolis in Athens is Greece's most famous tourist attraction. Set atop a small hill in the middle of the city, the monument is visited by thousands of tourists every day during the high season. As you stand admiring the beautiful marble columns, the murmurings of the crowd mix with the sounds of the chaotic city below, creating a wonderful atmosphere.

C The Trevi Fountain is arguably the most beautiful fountain in Rome, and on a hot summer's day, dipping your hands into the fountain's refreshing waters is a great way to cool down. But take care! While it's fine to put your hands in the water, policeman are on constant guard blowing their whistles 24 hours a day at tourists silly enough to think they can climb into the fountain.

4 Read the two descriptions and fill in the adjectives. Which description refers to a visit to a place?

- extraordinary • light • world • magnificent

A Our one-hour tour of the Sydney Opera House included an account of its **1)** .... history, views of its **2)** .... external and internal architecture, and took us behind the scenes to stand on the stage of the **3)** ....-famous Concert Hall. We then enjoyed a **4)** .... breakfast in the Green Room.

- gleaming • panoramic • familiar • bronze

B The Sacré-Coeur is a **1)** .... landmark in Paris, shimmering on the skyline and visible from many parts of the city. Built from **2)** .... white stone, the main door has grand **3)** .... doors. You can enjoy **4)** .... views of Paris from the Sacré-Coeur's bell tower.

- *Your turn*

5 Read the rubric, underline the key words, then answer the questions.

Your English teacher has asked you to write an essay (200-250 words) describing the most famous building in your town/country. Write your essay, including historical facts as well as describing the interior and the exterior.

1 Who is going to read your essay? What style should you use?
2 What is the most famous building in your town/country? What is it famous for?
3 What kind of building is it? When was it built? Did someone important live there/build it?
4 What is it used for today?
5 What does it look like from the outside?
6 What has it got inside?
7 Is it worth visiting?

6 Use the plan below and language from the Useful Language box to write your essay.

Plan

Introduction
(Para 1) *name and location, use(s)*

Main Body
(Para 2) *exterior details*
(Para 3) *interior details*
(Para 4) *historical details*

Conclusion
(Para 5) *comments/recommendation*

Useful Language

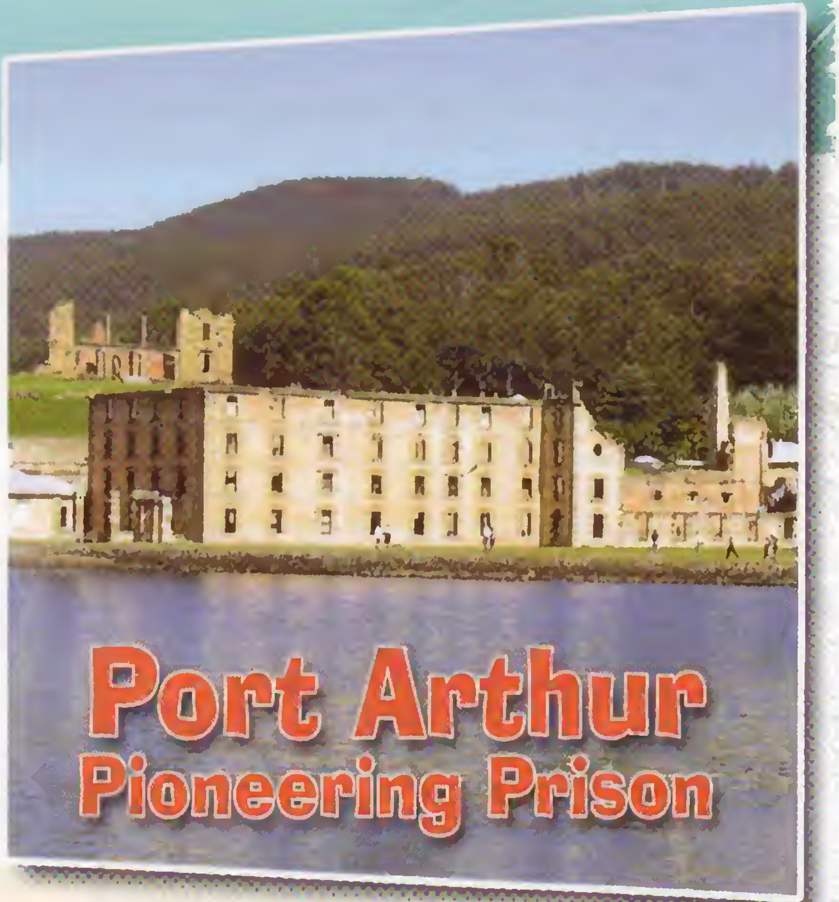
- It is the most famous (church, museum etc) in ... .
- It is located in ... .
- It was built in ... by ... . • It is surrounded by ... .
- On the inside/outside of the building, ...
- It is certainly an amazing/impressive etc sight.
- It has a breathtaking/charming etc view over/of ... .
- There is plenty to see/do there.
- It is well worth a visit.

Reading Missing sentences

1 The picture shows Port Arthur in Tasmania. What kind of place do you think it is? Why would a prison be built there? Read through to find out.

2 Read the rubric and do the task. Justify your answers. Then explain the words in bold.

> Read the text below, from which six sentences have been removed. Match the sentences (A-I) to the gaps (1-6) so that the text makes a coherent and logical whole. There are two extra sentences that do not match any gap.



Port Arthur Pioneering Prison

The Tasman Peninsula in the south-east of Tasmania was a **hard-to-reach** part of that Australian island in the 19th century. 0 H Although the settlement of Port Arthur was established there in 1830 as a timber centre, in 1833 it became a prison for men who had been sent to Australia from Britain and Ireland for committing crimes and had then re-offended.

1 Firstly, the emphasis was on psychological, rather than physical, punishment. For example, particularly troublesome prisoners were **hooded** and made to stay silent rather than receiving **corporal punishment**. They might also be given only bread and water, while more well-behaved inmates received extra portions of more satisfying meals. Secondly, there was a belief that the prisoners, then called convicts, could be **rehabilitated** while serving their sentences. Tasmania's governor, George Arthur, after whom the place was named, designed a system that incorporated education, training in trades and religious and moral instruction. 2

Although that may suggest that Port Arthur convicts were men with no sense of right or wrong who had committed terrible acts, many of the prisoners were young boys who had been imprisoned for 'crimes' as **petty** as stealing toys. There were certainly some vicious criminals among the prison population, but they were **in the minority**.

The government wanted Port Arthur to be a **self-sufficient** settlement and to this end a range of workshops were constructed. 3 As well as giving the men something **constructive** to do, they provided training in useful trades. Blacksmiths, shoemakers and tailors all emerged from Port Arthur. Convicts who did particularly well in the workshops received **privileges** like tea and sugar, and an added **incentive** was exemption from hazardous or physically demanding work like **ploughing** fields **manually**.

The precautions taken by the prison authorities coupled with the remote location made escape almost unthinkable. A line of dogs maintained a **constant** watch. 4 Even so, there were resourceful and desperate men who undertook the challenge of trying to get out of Port Arthur. The legendary Martin Cash managed to get past the guards undetected twice. On the second occasion he escaped with two companions. They had secretly been putting aside food supplies for days. They then **circumvented** the line of dogs by swimming across the bay at night. 5

Transportation of convicts to Port Arthur ceased in 1853. It had become **exorbitant** to maintain the penal establishment and the authorities closed it in 1877. 6 Visitors can tour the **imposing** ruin of the prison and visit the museum to **gain an insight into** what daily life at the settlement was like.

A They played a pivotal role in the success of the prison.
B They remained at large for several months before they were caught.
C Port Arthur needed staff to keep records, soldiers to ensure that no one attempted to escape and tradesmen to teach their skills.
D This combination, at least in theory, would provide the convicts with opportunities to better themselves and ultimately rejoin society.
E They weren't there to attack the escaping convicts but to raise the alarm by barking.
F It was one of the first penal colonies ever.
G Today an important economic activity for Port Arthur is tourism.
H Its isolated setting made it the ideal place for a penal colony.
I Port Arthur was innovative in two ways.

3 Fill in the sentences with these words: *offender*, *rehabilitate*, *precautions*, *established*, *large*, *insight*.

1 The Pilgrims .... a settlement in Massachusetts in 1628.
2 A lot of people argue that prisons really .... criminals.
3 Despite the .... taken, the prisoner escaped.
4 Manny was let off with a warning as he was a first-time ....
5 The escaped prisoners are still at .... and police are conducting further investigations.
6 Our teacher helped us gain a(n) .... into the causes of World War II.

4 Fill in the gaps with: *innovative*, *exorbitant*, *resourceful*, *rugged*, *demanding*, *imposing*.

1 We couldn't afford to rent a house in the suburbs as prices were ....
2 The castle, with its tall towers, was a most .... building.
3 She is a(n) .... person who can find ways to deal with problems.
4 My school has a(n) .... approach to language learning and makes use of hi-tech equipment.
5 We travelled through .... mountain areas and admired the breathtaking views.
6 My new job is very .... and needs a lot of concentration.

5 Summarise the text in 80 words. Tell your partner.

6 **Think!** Do you believe serving a prison sentence can rehabilitate a criminal? Write a few sentences. Tell the class.

7 ICT Find another example of a historic prison that is now a museum. Make notes on its history and what you can see/do there today. Present your findings to the class.

Listening Matching

8 Read the rubric and underline the key words in each statement.
Do the listening task.

> You will hear five people talking about the issue of trespassing. Match the statement (A-F) to the speakers (1-5). There is one statement that doesn't match any speaker.

A It is acceptable in order to prevent domestic violence.
B To save someone's life, it is totally justified.
C It shocks me to think of it.
D My dogs wouldn't let anyone enter my house.
E I would appreciate it if someone were to save my pets.
F I am ready to defend my house against illegal entry.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Dialogue

9 Read the rubric and do the task.

> You and your friend are interested in volunteering together abroad for an international organisation. You have different ideas about what would be the best thing to do. You would like to work with children but your friend would like to work with animals. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Culture V

1 What do you know about India? What would you like to know? Think of three questions. Read the text. Does it answer your questions?

2 Read the text and answer the questions.

1 How do we know that the Indus Valley civilisation was an advanced culture?
2 What was the *Raj*?
3 What did the British ban in India?
4 Why is Gandhi considered the father of the Indian nation?
5 What is meant by non-cooperation?
6 What does 'out of station' mean to Indians?
7 What is the most popular sport in India?

3 What do the words in bold in the text refer to?

1 it ....
2 they ....
3 few ....
4 him ....
5 its ....

Country Fact File

Name: Republic of India
Location: southern Asia
Size: 3,287,263,906 sq km
Population: 1,210,193,422
Capital: New Delhi

INDIA

Indus Valley Civilisation

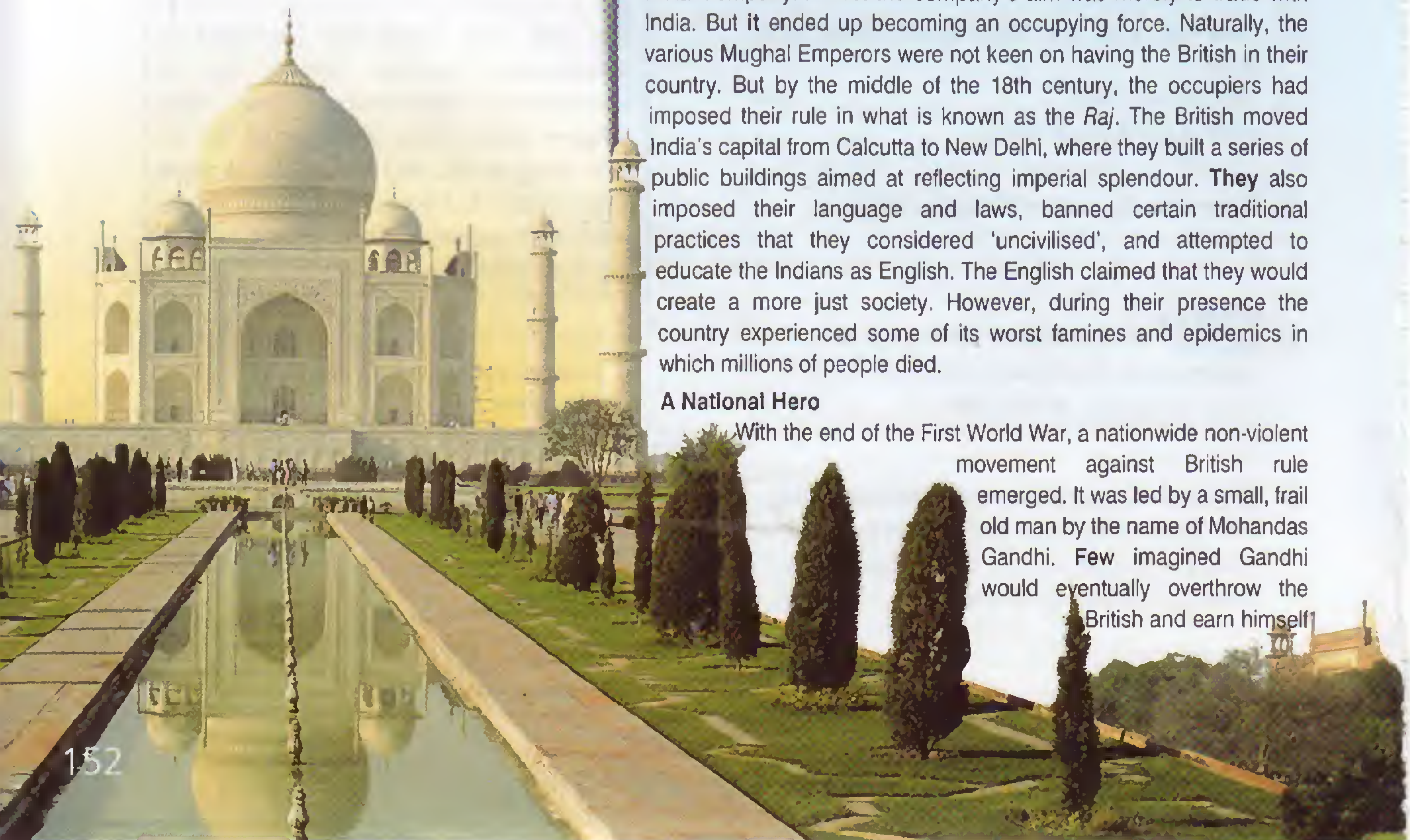
India is a large country – as big as western Europe – with a long history. Evidence suggests modern human beings reached the Indian subcontinent at least 75,000 years ago. Agriculture was well established in India by 7000 BC and by 3000 BC a highly complex civilisation was flourishing along the Indus River in north-western India. Known as the Indus Valley civilisation, it was one of the world's first urban civilisations. At its peak, it may have had a population of well over five million. Inhabitants of the ancient Indus river valley built well organised cities out of brick, sophisticated drainage and water storage systems and multi-storey houses. They developed writing systems, were skilled craftsmen and carried out international trade. The Indus Valley civilisation was technologically advanced and had a sophisticated culture. After its decline, India was controlled by a number of different emperors. Then, in the 19th century, the British took control of the vast country.

The British Raj

The British presence in India dates from the beginning of the 17th century when Queen Elizabeth I set up a trading company – the East India Company. At first the company's aim was merely to trade with India. But **it** ended up becoming an occupying force. Naturally, the various Mughal Emperors were not keen on having the British in their country. But by the middle of the 18th century, the occupiers had imposed their rule in what is known as the *Raj*. The British moved India's capital from Calcutta to New Delhi, where they built a series of public buildings aimed at reflecting imperial splendour. **They** also imposed their language and laws, banned certain traditional practices that they considered 'uncivilised', and attempted to educate the Indians as English. The English claimed that they would create a more just society. However, during their presence the country experienced some of its worst famines and epidemics in which millions of people died.

A National Hero

With the end of the First World War, a nationwide non-violent movement against British rule emerged. It was led by a small, frail old man by the name of Mohandas Gandhi. **Few** imagined Gandhi would eventually overthrow the British and earn himself



the title of 'father of the Indian nation'. Gandhi and his followers believed in non-cooperation, which meant boycotting everything English, including schools, clothing, jobs, industry and law courts. The British imprisoned Gandhi but when he was released he continued his struggle. In 1942, 'Quit India' became Gandhi's slogan and Britain started to realise that Indian independence was inevitable so they entered into negotiations with him. On 15th August 1947, India finally gained independence from Great Britain.

The Republic of India

Today, India is the world's most populous democracy with over one billion citizens as well as one of the world's largest economies. India is one of the most culturally diverse societies on the planet, with people practising a variety of religions and languages. Hindu and English are the two official languages of India but every state within India has its own additional official language. Although a high proportion of Indians speak English, less than a quarter of a million speak it as their first language. Indian English comprises several varieties of English which evolved during the period of British colonial rule. It has vocabulary/idioms that are unique to it. For example, to 'shift' house means to move house; to 'pass out' of university means to graduate from university, and 'out of station' means to be out of town. Indian accents vary greatly. Some Indians speak English with an accent very close to a standard British accent. Others speak it with a more 'native-tinted' accent.

Colourful India

India is one of the most geographically diverse countries in the world. It has mountains, plains, deserts, rainforests, grasslands, swamplands, and more. Rich in biodiversity, it is home to some of the world's rarest and most majestic animals, including the Indian elephant, Bengal tiger, great Indian one-horned rhinoceros, asiatic lion and snow leopard. India has a thriving arts scene. Its film industry, *Bollywood*, is the largest in the world. Although India's official national sport is field hockey, cricket is far more popular. India's best cricket players are considered national heroes. Not surprisingly, India is one of the most visited countries in the world. Its natural beauty, long history, exciting culture and friendly people make it one of the world's most fascinating countries.

Did you KNOW?

- India does not have one single national dish but tandoori chicken is a very popular Indian dish consisting of roasted chicken, spices and yoghurt.
- Independence Day is India's National holiday. It is celebrated on 15th August to commemorate its independence from British rule and the birth of the Republic of India in 1947.

4 Find words in the text which mean:

1 point of greatest development (para 1)
2 very great in size (para 1)
3 fair (para 2)
4 outbreaks of disease that spread rapidly (para 2)
5 bring about the downfall (para 3)
6 certain to happen in the future (para 3)
7 developed gradually (para 4)
8 grand/magnificent (para 5)

5 Match the words to form collocations.

1	☐	international	a	company
2	☐	national	b	advanced
3	☐	just	c	society
4	☐	occupying	d	trade
5	☐	skilled	e	force
6	☐	technologically	f	system
7	☐	trading	g	craftsmen
8	☐	culturally	h	diverse
9	☐	drainage	i	beauty
10	☐	natural	j	sport

6 Find phrasal verbs in the text which mean:

1 did (a task)
2 has existed since a particular time
3 started/established (a business)
4 became eventually

7 **Think!** How is India different to your country? Discuss.

8 Why would people want to visit India? Make notes. Tell the class.

Quotations

- *Be the change that you want to see in the world.*

  Mohandas K. Gandhi

- *You can never enter the same river twice.*

  Indian proverb

Speaking Bank

Asking for and giving personal information

Asking for personal information

- Have you got any brothers or sisters?
- Where do you live?
- Do you work or are you still at school?
- What do you do in your spare time?

Giving personal information

- Yes, I've got ... brothers/sisters./No, I'm an only child.
- I live in a house/flat in the suburbs/on the outskirts/near the city centre/in a small town etc.
- Actually, I'm a Year ... school student./I finished school ... years ago and now I ... .
- When I have some time off, I usually ... ./In my spare time I really like to ... .

Asking about and expressing likes and dislikes

Asking about likes & dislikes

- What do you think of ...?
- Are you interested in ..., at all?
- Do you enjoy/like/prefer ... *(-ing)*?

Expressing dislikes

- I just hate/can't stand ... .
- To be honest, it's not really my thing.
- It's not my cup of tea.
- I find ... really boring/awful etc.
- I don't like ... at all.

Expressing likes

- I think it's amazing/fantastic/really cool!
- I really like/love ... *(-ing)*.
- I'm crazy about it.

Being neutral

- It's OK, I suppose.
- I don't mind.
- I'm easy either way.
- Well, I don't know, really.

Talking about others

Asking about someone

- Who's your best friend?
- What's your brother/sister/best friend etc like?
- Tell me about your brother/sister/best friend etc.
- What sort of person is ...?
- How well do you get on with ...?

Responding

- My best friend is ... . We've grown up together./We've been friends forever! We've known each other for/since ... .
- He/She is really great/cool/amazing etc. We get on very well together.
- He/She is really great, but can be a bit difficult/mean/grumpy/stubborn etc at times.
- Not very well/at all.

Talking about experiences

Asking about experiences

- Have you ever (been to) ...?
- How long have you ...?
- When did you last ...? What was it like? How was ...?

Responding

- Yes, I have. I ... ./No, I've never ... .
- I've been ... since/for ... .
- The last time I ... was ... . It was great/fun/disappointing etc.
- Actually, I've never been to ..., but I hope I will, some day./Yes, I have. I went ... and it was fantastic/boring etc.

Criticising and apologising

Criticising

- You should have told me you'd be (late/have to leave earlier/about the cost) etc.
- Why didn't you tell me ...?
- I wish you would/wouldn't ... .
- Couldn't you have ...?
- I can't stand it when you ... .

Apologising

- I'm so/really/terribly sorry.
- Oh, no! I feel awful/terrible.

Making excuses

- I completely forgot that ... .
- I simply didn't realise that ... .
- I just didn't have the time to ... .

Accepting an apology

- Never mind. What's done is done.
- I suppose it wasn't really your fault.
- Don't worry about it.
- Never mind. It doesn't matter.
- Oh, OK/all right. Let's forget about it.

Giving and reacting to news

Giving good news

- Guess what! I've (passed my driving test) etc.
- I've got some great news.
- You won't believe this! I ... .

Reacting to good news

- That's fantastic/great! Well done!
- Wow! Really?
- Wow! That's brilliant!
- Congratulations! I'm really happy for you!

Giving bad news

- I'm afraid I've got some bad news. I've (been robbed.) etc.
- Something terrible has happened. I ... .
- It's bad news, I'm afraid.

Reacting to bad news

- Oh, no! How awful/terrible/sad!
- Oh dear! How did it happen?
- That's a shame/a pity/too bad.
- Poor you! I can't believe it!

Speaking Bank

1 Match the exchanges.

Speaker A	Speaker B
1 ☐ What do you think of water sports?	A I went two weeks ago and it was great.
2 ☐ What sort of person is your new neighbour?	B I find it really boring.
3 ☐ Do you like this video game?	C Never mind.
4 ☐ When did you last go to the theatre? What was it like?	D I think they're amazing!
5 ☐ It's bad news, I'm afraid. Tom has been in an accident.	E He's cool.
6 ☐ I just didn't have time to post the invitations.	F Actually, I've never been anywhere outside my country, but I'm hoping I will, some day.
7 ☐ Have you ever wanted to travel abroad?	G She's really great, but can be a bit noisy at times.
8 ☐ What's your brother like?	H Oh, no! How did it happen?

2 Complete the missing part of the exchanges.

1 A: Do you like cooking?
B: To be honest, it's not really my ....
....

2 A: Tell me about your new colleague.
B: She's great. We ....
.... together.

3 A: I know I should have asked you before inviting Sarah to the party, but I didn't think you'd mind.
B: Never mind. What's done ....
....

4 A: Have you got any brothers or sisters?
B: No, I'm an ....

5 A: Have you ever been abroad?
B: No, not yet, but I ....
.... some day.

6 A: I'm so sorry about this.
B: It doesn't ....

7 A: Guess what! I've won tickets to the Glastonbury festival!
B: Congratulations! I'm really happy ....
....

8 A: I simply didn't realise that it would take us so long to get here.
B: I suppose it wasn't really your ....
....

9 A: Who's your best friend?
B: Tom. We've known ....
for a very long time.

10 A: Have you heard the good news? I'm getting married!
B: Congratulations! That's ....!

11 A: Are you interested in physics?
B: It's not my ....

12 A: I completely forgot that we had arranged to meet yesterday.
B: Never mind, don't ....

13 A: I went to that new Chinese restaurant last night.
B: Oh, what .... like?

14 A: I'm afraid I've got some bad news. My car has been stolen.
B: Oh dear. How did ....?

15 A: How long have you been studying English?
B: I've been .... five years.

16 A: Why didn't you tell me you were going to be this late?
B: I'm so sorry. I simply ....
it would take me so long to get here.

17 A: Do you prefer Chinese or Indian food?
B: I'm easy ....

18 A: Do you like comedies?
B: They're OK, ...

Speaking Bank

Making and responding to a request for information

Requesting information

- May I ask you something?
- Excuse me, can/could you tell me ...?
- Could you please tell me where/how/what time etc ...?
- I'd like some information on ..., please.
- I was wondering if you could tell me/give me some information about ... .
- Do you happen to know ...?

Responding to a request for information

- Certainly/Of course.
- Gladly.
- Hmm, let me think.
- I'm afraid I can't help you.
- I'm sorry, I don't know.
- I'm not sure, I'm afraid. You'd be better off asking someone else/at the information desk/the assistant etc.

Offering, accepting and refusing assistance

Offering assistance

- Would you like me to help you ...?
- Let me give you a hand with ... .
- Can I help you?
- Why don't I help you ...?
- Do you need any help with ...?

Accepting assistance	Refusing assistance
• I'd appreciate it, thanks. • Yes, thank you. That's very kind of you. • Yes, please. I could do with some help. • Yes, please. Thanks for offering.	• No, I'm OK/alright, thanks. • No, thanks. I can manage. • I can do it myself, thanks. • No, don't bother.

Telephoning

Making a call	Answering a call
• Hello, this is ... . Could I speak to ...? • I'd like to speak to ..., please. • Hello, is ... there? • Hi, ... Can you ask ... to come to the phone? • Hello, can you put me through to ..., please?	• Just a moment./Hold on. • Yes, one moment, please. • Speaking. • I'm afraid he/she is not in. Can I take a message? • He/She is out. Would you like to leave a message? • Hold on, please. I'll connect you./His/Her line is busy at the moment.

Asking for and giving/refusing permission

Asking for permission

- May/Could/Can I ...?
- Is it OK/alright if I ...?
- Would it be alright if I ...?
- Do you mind if I ...?

Giving permission	Refusing permission
• Of course./Sure. Go ahead. • Yes, go ahead. • All right, but make sure ... . • Not at all.	• No, I'm afraid you can't. • I'd rather/I'd prefer you didn't. • Sorry, no. • I'm afraid I'll have to say no.

Polite requests and offers

Requesting	Agreeing
• Do you think you would ... • Could I have ...?/ I'd like ... please. • Excuse me. Could you tell me (where ... is), please? • Could you do me a favour? • I was wondering if you'd ... . • Would you mind ...?	• Yes, of course. Here you are. • Of course, it's ... . • Would you like anything (else) ...? • Yes, of course./Yes, OK. • Sure. Go ahead/ Certainly. • No, not at all./ No problem.

Making indirect requests	Refusing (with reasons)
• Could you tell ... (that) ...? • Can/Could you ask ... if/ whether ...? • (Person/name) asked/ told me to .../said to	• I'm sorry, but ... . • I'm afraid I can't. I'm ... . • Sorry, but I've promised to/not to ... . • I'd like to, but ... .

Talking about plans

Asking

- Have you made any plans for ...?
- What would you like to do ...?
- What are you doing/going to do ...?
- How will you be spending your weekend/summer/ birthday etc.

Responding

- I'm going to ... ./I'll ... .
- I'd like to ... ./I hope ... .
- I am about to/hoping to/planning to ... .
- I think I'll ... .
- Well, I've always wanted to ..., so I might do that.
- I don't know./I haven't decided yet.
- I haven't planned anything, really.

Speaking Bank

1 Match the exchanges.

Speaker A

1 ☐ What would you like to do after university?
2 ☐ Hello, is Jessica there?
3 ☐ Do you need any help with your homework?
4 ☐ Would it be alright if I went to the cinema with Judy, mum?
5 ☐ Do you mind handing me that dictionary?
6 ☐ What are you going to do on your day off?
7 ☐ I'd like a cup of black coffee, please.
8 ☐ Excuse me, could you tell me what time the last bus leaves?

Speaker B

A All right, but make sure you don't stay out late.
B Not at all. Here you are.
C Would you like anything else?
D Well, I've always wanted to volunteer abroad, so I might do that.
E I'm sorry, I don't know.
F I haven't planned anything, really.
G Yes, please. Thanks for offering.
H Speaking.

2 Complete the missing part of the exchanges.

1 A: Can I open a savings account here?
B: You'd be .... asking someone at the information desk.

2 A: Why don't I help you open that?
B: Thank you. I could .... some help.

3 A: Hello, can you put me through to Ms Smith, please?
B: Hold on please, I'll .... you.

4 A: Is it OK if I use your car tonight?
B: All right, but .... there's enough petrol in it.

5 A: Do you need any help with moving that sofa?
B: Yes, please. That's very .... you.

6 A: Would you mind if I left my bag here?
B: No problem, go ....

7 A: I'd like to speak to Mr Snowdon, please.
B: His line .... at the moment.

8 A: Would you like me to help you with your suitcases?
B: I'd .... it, thanks.

9 A: Do you happen to know where the closest tube station is?
B: Hmm, ... think.

10 A: Hi, Patrick. Can you ask Michael to come to the phone?
B: I'm afraid he is not in. Can I .... message?

11 A: I was wondering if you could give me some information about train schedules to London.
B: I'm sorry, I ....

12 A: Excuse me. Could you please tell me where the National Gallery is?
B: Yes, ... Take the second turning on the left and it's opposite the post office.

13 A: Have you made any plans for the long weekend?
B: Well, I've .... go paragliding, so I might do that.

14 A: Could you do me a favour and open the window?
B: No ....

15 A: Would it be alright if I parked my car here?
B: No, I'm afraid ....

16 A: I'd like some information on tropical forests.
B: Hmm, ...

17 A: Why don't I help you?
B: No, thanks. I ....

18 A: Hello, Can you put me through to Ms Patterson, please?
B: Yes, ... , please.

Speaking Bank

Making, accepting and rejecting invitations

Inviting

- Do you fancy coming/going/visiting ...?
- Are you free/doing anything tonight/this weekend? I thought we might go ... .
- I'm/we're going to ... on ... . Would you like to come with me/us?
- I was wondering if you wanted to go to ... with me?
- I'm/We're off to ... . Do you want to join me/us?

Accepting

- I'd love to.
- That sounds great/fantastic!
- Yeah! Count me in!
- That would be brilliant/fun/amazing!

Rejecting

- Sorry, I've already got plans.
- Thanks, but I'm afraid I can't, I'm busy.
- I'd love to, but ... .
- Actually, ... is not really my thing!/I'm not too keen on ... .
- Sorry, I can't. Maybe another time.

Expressing uncertainty

- I'm not sure. Can I let you know?
- Yes, if I ... .
- I don't know if I will be free. I'll call you at/on ... and let you know.
- I don't know. It depends on ... .

Asking for and giving directions

Asking

- Excuse me, could you tell me where ... is?
- Is this the way to (the) ...?
- Excuse me, is there a(n) ... near here?
- How do I get to (the) ...?
- How do you get there from the main station/my house etc?
- Is it close to the ...?
- Is the ... far?

Responding

- Yes. It's over there./It's in ... Street.
- Go up/down this street/straight ahead/on until you get to the traffic lights/park/roundabout etc.
- Go straight ahead/on and turn left/right.
- Go past the supermarket/takeaway etc and take the first/second etc street on the left/right.
- You'll see it/It is right in front of/next to/after /behind etc the ... .
- No, it's quite near/it's a 10-minute walk.
- Yes, it's a long way/far, maybe you should take the bus.

Talking about feelings

Asking someone how they feel

- How are you?/How are things?
- How is it going?
- You look happy! What's the good news?
- You're in a good mood. What happened?
- Wow, you look happy/pleased!
- I heard you weren't feeling too well. Are you alright?
- You don't look too happy. Is something wrong?
- What's the matter? Is everything OK?
- Are you all right? You look a bit angry/upset/sad etc.

Describing positive feelings	Describing negative feelings
• I'm fine/good, thanks. • I'm/I feel/I'm feeling excited/happy/relaxed etc. • I'm feeling very well, thanks. • Much better than the last time I saw you, thanks. • I'm in a great mood! I ... . • Not too bad!	• Actually, I'm having a bit of a hard time at work/home/school at the moment. • Not so great, I'm afraid. • Could be better. • I don't feel very well today. • I am a bit/really nervous/fed up/tired/stressed etc.

Showing Sympathy

- That's terrible, I'm sorry.
- That's a shame/pity.
- Poor you!
- I'm sorry to hear that.
- I hope things get better.
- Poor you! That happens to me sometimes.

Making suggestions

Suggesting

- How about ...?
- We could always ... .
- Why don't we ...?
- We could try ... .
- Perhaps we should/could ... .
- I suggest that ... .
- I think it would be a good idea to ... .

Agreeing

- That's true./You're right.
- Good idea/plan.
- Well, it's worth a try.
- Yes, if we do that we will/can ... .
- I suppose that might work.
- Yes, I suppose we could.

Disagreeing

- I don't really like ... . How about ... instead?
- Actually, I would prefer not to.
- I've got some/I have my doubts about that, because ... .
- I'm not sure that's a good idea.
- I don't see how that could work.
- No, we need to think of something else.

Speaking Bank

1 Match the exchanges.

Speaker A	Speaker B
1 ☐ How's it going?	A Yes, it's over there.
2 ☐ Excuse me, is there a pet shop near here?	B Thanks, but I'm afraid I can't, I'm busy.
3 ☐ We could always spend the weekend white-water rafting.	C I'm in a great mood. I'm going on holiday tomorrow!
4 ☐ Are you doing anything tomorrow night? I thought we might go to a ballet.	D Go straight ahead and turn right.
5 ☐ You look happy! What's the good news!	E Actually, I'm having a bit of a hard time at school at the moment.
6 ☐ How do I get to the train station?	F I suppose that might work.
7 ☐ Why don't we try sending them an email?	G I don't really like water sports. How about hiking instead?
8 ☐ We're off to the park. Do you want to join us?	H I'm not sure. Can I let you know tomorrow morning?

2 Complete the missing part of the exchanges.

1 A: Do you fancy coming to the dance festival with me?
B: Actually, dancing .... thing.

2 A: What's the matter? Is everything OK?
B: Not so .... afraid.

3 A: How about ordering some Chinese food?
B: Good .... !

4 A: Is the swimming pool far?
B: No, it's ....

5 A: I was wondering if you wanted to go bowling with me.
B: Sorry, I can't. Maybe ....

6 A: We could try travelling by train.
B: I've got some ....
that because it would take too long.

7 A: I don't feel very well today.
B: I'm .... that.

8 A: You don't look too happy. Is something wrong?
B: I'm a .... about my Psychology exam.

9 A: Is this the way to post office?
B: Yes, it's .... Bagel Street.

10 A: Perhaps we should postpone the meeting.
B: I don't see .... work.

11 A: Are you free this afternoon? I'm going to the Mall.
B: Yeah! .... in!

12 A: We could try leaving the house a bit earlier.
B: Yes, if .... ,
we will have plenty of time to get our tickets.

13 A: I suggest that we cut out sugar from our diet.
B: Yes, ... we could.

14 A: I'm off to the stadium for the match. Do you want to join me?
B: That .... brilliant!

15 A: Excuse me, is there a chemist's near here?
B: Turn right at the corner and you ....
it. It is right next to the bank.

16 A: I heard you weren't feeling too well. Are you alright?
B: Much better ....
time I saw you, thanks.

17 A: How are things?
B: I .... thanks.

18 A: I think it would be a good idea to do some filing this week.
B: Actually, I would ....

Speaking Bank

Making a complaint and requesting action

Complaining

- I hate/can't stand it when ... .
- It really bothers me that ... .
- I'm very disappointed about ... .
- I expected much better ... .
- I'm afraid I've got a complaint.
- I'd like to complain about ... .

Requesting action

- Could you please change it/give me a refund etc?
- Can you do something about it?
- I'd like a replacement, please.

Responding positively

- Me too, it's awful/ horrible/disgusting.
- Oh dear! I don't know what to say!
- Oh, I'm so sorry. We'll/I'll make sure it doesn't happen again.
- I really apologise. Would you like a refund/to exchange it?
- Of course I can ... . I apologise again for the mistake.

Responding negatively

- I'm sorry, it's not our policy to give a refund/exchange items etc.
- I'm sorry but we don't ... .
- I'm sorry. I can't do that. We are not allowed to ... .
- I'm afraid there's nothing I can do about it.

Speculating

Inviting speculation

- I wonder if/ whether ... .
- Could it be that ... ?
- Do you think/believe that ...?

Speculating

- Perhaps it's because ... .
- The explanation could be that ... .
- I can't say for sure, but it might ... .
- Well, it could (mean) ... .
- What may have happened is ... .
- You/They etc might/must have ... .
- What might have happened is ... .

Agreeing

- That could well be true. I also think that ... .
- Yes, that's a thought!
- That's true.
- That sounds right.
- I agree, and I must also add that ... .

Disagreeing

- That can't be right.
- I doubt that (very much).
- That can't be the reason. The explanation has to be ... .
- Surely not! There must be another answer!

Talking about the future

Predicting

- It's likely that ... .
- I expect/am certain ... .
- I predict/expect/hope (that) ... .
- It's probable/possible ... .
- I'm sure it's (not) going to ... .
- In ... years, people might/may/will ... .
- In (the) future, ...

Responding with certainty	Responding with uncertainty
You're right about that!	I'm not sure that ... .
I'm sure you/it/I etc will.	Perhaps/I wonder ... .
There's no doubt that	I don't think so.
I think so/believe so.	I doubt that!
Definitely/Certainly.	Well, I hope not!

Going clothes shopping

	Shop Assistant	Customer
	• Hi, do you need any help? • Are you all right there? • How about this one? • The changing rooms are	• No, thanks. I'm just looking/browsing. • Yes, please. I'm looking for ... . • Actually, I want something ... . • Could I try this on, please? • Where are the changing rooms?
In the changing rooms	• Is it/Are they any good? • What size would you like? • Is that any better? • Yes, hold on and I'll get it for you. • I think it looks great. • Maybe you need a different size. • It's on sale for ... . • The till is over there./ If you could follow me the checkout is over here.	• Great thanks, I'll take this one. • I think I need a smaller/bigger size. • I'm not sure about the colour. • Have you got a lighter/darker colour? • What do you think of it?/Do you think it suits me? • Yes, it fits perfectly • How much is it? • Where's the till/ checkout?
At the till	• Of course./I'm afraid not, we don't take credit cards. • The receipt is in the bag. • Thanks very much, we hope to see you again.	• Can I pay by credit card? • Can I have the receipt, please? • Thanks for your help, bye!

1 Match the exchanges.

Speaker A

1 ☐ Do you have any idea why this camera is so cheap?
2 ☐ I'm afraid I've got a complaint. You've run out of low-fat milk for the third time this week.
3 ☐ What do you think happened to that sweet old man who used to live across the street?
4 ☐ I expected much better quality from your shop. I've been sold a faulty phone.
5 ☐ I'm sure it's going to be cheaper to travel by plane in the future.
6 ☐ What do you think of it?
7 ☐ Is that any better?
8 ☐ I wonder why people are so angry on buses.

Speaker B

A I think it looks great.
B Yes, it fits perfectly.
C Perhaps because they are so slow and crowded.
D There's no doubt that prices are dropping all the time.
E Well, it could be second-hand.
F Oh, I'm so sorry. I'll make sure it doesn't happen again.
G I really apologise. Would you like to exchange it?
H He must have sold his house and gone to live with his daughter.

2 Complete the missing part of the exchanges.

1 A: Why do you think the concert finished early?
B: I can't say..., but it looked like there was a problem with the sound equipment.

2 A: Can you please give me a refund?
B: I'm sorry, it's not our .... to give refunds.

3 A: If you could follow me to the checkout.
B: Can I pay .... card?

4 A: It's possible that one day, people will get bored of reading about celebrities.
B: I .... that. Celebrities will always be in the news.

5 A: I'd like a replacement, please.
B: I'm afraid there's .... about it.

6 A: What could have caused the delay? Do you think the train has broken down?
B: Yes, that could .... true.

7 A: I'm very disappointed with this hostel. It's really dirty.
B: Me too, it's ....

8 A: They might have stopped selling chips because they're so unhealthy.
B: Surely not! There must be ....

9 A: How much is it?
B: It's on .... £20.

10 A: Thanks for your help.
B: Thanks very much, we hope .... you again.

11 A: I'd like a replacement, please.
B: I'm sorry .... exchange goods without a receipt.

12 A: Are you all right there?
B: Actually, ... for my mum. It's her birthday this Sunday.

13 A: It's likely that more people will turn to organic fruit and vegetables.
B: You are .... that.

14 A: I can't say for sure, but it might rain tomorrow.
B: I .... very much.

15 A: I am certain that you will do very well in your exam.
B: I .... so, too.

16 A: Could I try this on, please?
B: Yes, of course. The .... are over there.

17 A: I think I need a smaller size.
B: Yes, ... and I'll get you one.

18 A: I'd like to complain about the service here. I've been waiting to order for 40 minutes.
B: Oh, I'm sorry. We'll .... it doesn't happen again.

Speaking Bank

Exchanging Opinions

Giving an opinion	
• In my opinion, ... • It seems to me that ... . • To be honest, I don't think ... . • I definitely (don't) think/ (can't) believe ... . • I'm sure	• It's (not) true that ... . • As far as I'm concerned, ... • Personally, I find ... . • I feel that ... . • People should/shouldn't ... .

Agreeing	
• Exactly! • I feel the same way. • I couldn't agree more. • I totally agree.	• That's a good point • So do I! • That makes sense.

Disagreeing	
• I'm totally against ... . • Definitely not. • I see your point, but ... . • That's not true.	• I see what you mean, but ... . • I simply can't agree to this. • That's ridiculous!

Being Neutral	
• I'm not sure./I don't know. • Not really./Not exactly.	• You may be right, but ... . • Perhaps.

Asking for and giving advice

Asking for advice	
• I have a bit of a problem with ... . Can you give me some advice? • What's the best way to ...?	• I can't seem to ... . What would you do if you were me? • What do you think I should do about ...?

Giving advice	
• Have you considered/ thought about ...? • Have you tried ...? • If I were you, I would ... . • You could/should	• I think it's important to... . • Perhaps the best thing would be to ... . • It might be a good idea to ... .

Accepting	Rejecting
• That's a good/great idea. • Thanks. I would never have thought of that myself. • OK, I'll give it a try. • That sounds like good advice! • It can't do any harm!	• I've already tried that and it didn't work. • I don't think that will help. • I'm not sure that's a good/the best idea/ solution/suggestion. • No, I can't/don't want to do that.

1 Match the exchanges.

Speaker A

1 ☐ I have a bit of a problem with my roommate at college. Can you give me some advice?

2 ☐ Personally, I find soap operas boring.

3 ☐ I'm totally against hunting animals for their skin.

4 ☐ Have you considered becoming an exchange student?

5 ☐ Perhaps the best thing to do would be to revise systematically for exams.

Speaker B

A OK. I'll give it a try. That way my grades will improve.

B I feel the same way. I'd rather watch a musical.

C No, I don't want to do that. I'd prefer a local college.

D It might be a good idea to talk to her about sharing the chores.

E I couldn't agree more. They have the same right to life as us.

2 Complete the missing part of the exchanges.

1 A: If I were you I'd buy an exercise bike.
B: I've already .... and it didn't work.

2 A: To be honest, I don't think you should meet up with Todd after school.
B: That's .... ! Why ever not?

3 A: What's the best way to improve my listening skills?
B: You ....watching films in English and listening to English songs.

4 A: It seems to me that we should have more optional subjects at school.
B: You .... , but I like the school curriculum as it is.

5 A: I can't seem to make friends easily. What would you do if you were me?
B: If .... , I'd join a youth club.

Revision

1 Complete the missing part of the exchanges.

1 A: Do you work or are you still at school?
B: Actually, I'm .... 3 high school student.

2 A: What sort of person is your brother?
B: He is ....
We get on very well with each other.

3 A: I'm afraid I've got some bad news. I lost my wallet and ID card.
B: Oh dear! How .... ?

4 A: Let me give you a hand with those shopping bags.
B: I'd .... , thanks.

5 A: Would it be alright if I borrowed your car tomorrow?
B: I'm afraid I'll .... no.

6 A: Do you fancy coming to my party next weekend?
B: I'd .... to.

7 A: Guess what? I passed all my exams!
B: Congratulations! I'm .... for you.

8 A: I think it would be a good idea to put up a concert to raise money for charity.
B: Well, ... a try.

9 A: There's a hole in my jeans
B: Oh dear! I don't know .... say!

10 A: You must have left your car keys at the library.
B: That can't ....
We drove to the gym after that.

2 Choose the correct response.

1 A: I expected much more professional behaviour from that sales assistant.
B: a) I really apologise. Would you like to exchange it?
b) Oh, I'm sorry. We'll make sure it doesn't happen again.

2 A: I wonder whether we could search the Internet for information for our project.
B: a) Yes, that's a thought!
b) Surely not! There must be another answer!

3 A: What sort of person is your brother?
B: a) He's a bit grumpy at times.
b) We get on very well together.

4 A: I think it's important to encourage young people to recycle.
B: a) Oh dear! I don't know what to say!
b) That sounds like good advice.

5 A: You should have informed me that you had to leave earlier yesterday.
B: a) I completely forget that I hadn't told you.
b) I suppose it wasn't really your fault.

6 A: Have you ever been to Spain?
B: a) I've been in Spain since last year.
b) Yes, I have. I went to Barcelona last year and it was fantastic.

7 A: What do you think of boxing?
B: a) I'm easy either way.
b) I don't like it at all.

8 A: Do you happen to know what the capital of Finland is?
B: a) I'm sorry, I don't.
b) Gladly.

9 A: Do you mind if I sit here?
B: a) Yes, of course. Here you are.
b) Not at all.

10 A: How will you be spending your summer?
B: a) I am planning to go camping.
b) I'd prefer not to.

1 Vocabulary Bank – *People*

Appearance

Build

broad shoulders

Hair

dark
spiky
thick

Eyes

puffy

Face

clear complexion
eyebrows
freckled
full lips
hollow cheeks
hooked nose
nostrils
oval
pale
rosy cheeks
spotty
thin
upturned nose

Nouns (clothes)

material
pattern

Adjectives (clothes)

baggy
casual
checked
cotton
denim
floral
formal
high-heeled
knitted
large
leather
linen
long
long/short-sleeved
loose
multi-coloured
over-sized
plain
polka dot
polo-neck
short
small
smart
striped
tight-fitting
trendy
woollen

Verbs

bite (your nails)
blush
cross your legs
drop (your head)
fold your arms
frown
purse (your lips)
scratch
stroke (your chin)
sweat
tap (your fingers)
tremble
well up (with tears)
wink
yawn

Useful phrases

adrenalin rush
butterflies in one's stomach
heart pounding
to clench one's fists
to cross one's arms
to raise one's eyebrows
to shrug one's shoulders

Feelings

anxious
appalled
confident
devastated
embarrassed
excited
exhilarated
furious
miserable
nervous
petrified
scared
shocked
sorrowful
upset

Character

confident
conservative
defensive
gullible
impatient
moody
passionate
perfectionist
reliable
self-confident
self-righteous
sentimental
sociable
temperamental
tender-hearted
trustworthy

Ethical issues

abolition
death penalty
equality
ethnic minorities
future generations
human rights
immigration
indicator
infirm
infringement (on rights)
minority
policy
population growth
racial discrimination
social security

Verbs

provide (free education)
protest
treat (people)

Useful phrases

freedom of speech
put an issue to vote
take the right steps
the right to vote
the will of the people

1 Choose the odd word out.

1 striped – checked – polka dot – woollen *pattern*
2 drop – shrug – scratch – stroke *your head*
3 puffy – upturned – pale – freckled *face*
4 long-sleeved – loose – high-heeled – plain *shirt*
5 spotty – full – fair – dark *complexion*
6 gullible – passionate – adrenalin – moody *girl*
7 linen – trendy – plain – formal *style*
8 nervous – exhilarated – devastated – over-sized *feeling*
9 crossed – pursed – thin – full *lips*
10 embarrassed – sociable – anxious – excited *expression*

• Words often confused

2 Fill in: *fit*, *suit*, *pattern*, *style*, *match*.

1 Do you think this skirt and blouse .... ?
2 That's a really nice .... on that material.
3 Do you think this .... of dress looks good on me?
4 This top doesn't .... me – it's not stylish at all!
5 I can't .... into these jeans – they're too small.

3 Use the verbs in their correct form to complete the sentences: *purse*, *tap*, *take*, *treat*.

1 When Sam finds a comment distasteful, he .... his lips.
2 Please stop .... your fingers on your desk – it's very annoying!
3 We need to .... the right steps to curb population growth.
4 Alex .... everyone the same. He is very fair.

• Prepositions

4 Choose the correct preposition.

1 The government decided to put the issue **on/to** the vote.
2 How embarrassing! I have absolutely no recollection **of/with** meeting him.
3 Alice raised her eyebrows **on/in** surprise.
4 What types of discrimination are faced **from/by** ethnic minorities in this country?
5 She never has any doubts **with/about** her capabilities.
6 This law is an infringement **for/of** basic human rights.
7 In Europe, people are allowed to protest **against/at** the government.
8 Do you get butterflies **in/at** your stomach when you are nervous?

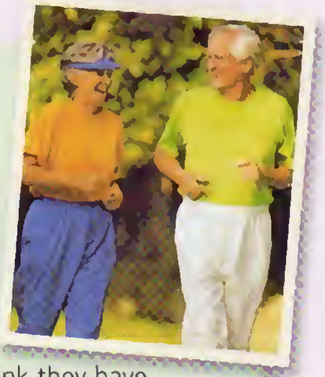
• Collocations

5 Complete the collocations with the words below, then use them to complete the sentences: *human*, *tears*, *growth*, *minorities*, *freedom*, *cheeks*, *people*, *fists*, *eyebrows*, *adrenalin*.

1 raise your ....
2 clench your ....
3 .... rush
4 will of the ....
5 .... rights
6 .... of speech
7 rosy ....
8 well up with ....
9 ethnic ....
10 population ....

1 .... is a basic human right.
2 London is a city full of ....
3 I always .... and bang them on the table when I get angry!
4 .... is placing huge pressure on the Earth's resources and natural environment.

6 Look at the photograph and complete the description with: *exhilarated*, *broad*, *sweating*, *short-sleeved*, *baggy*, *complexion*, *casual*, *pale*.



This photograph shows two adults dressed in **1)** .... clothes jogging in pleasant surroundings. Both are wearing **2)** .... tops and **3)** .... tracksuit pants, and look rather **4)** .... The man has **5)** .... shoulders and, like the woman, a rosy **6)** .... Neither the man nor the woman is **7)** .... so I think they have probably just started their run. Also, neither look at all **8)** .... , so I would guess it is the end of summer.

2 Vocabulary Bank – *Houses & Homes*

Types of homes
basement (flat)
bedsit
block of flats
detached
loft (conversion)
mansion
maisonette
mobile home
penthouse
prefab house
studio
villa

Adjectives (homes)
airy
central
centrally (located)
messy
off-street (parking)
private (parking)
peaceful
spacious
two-storey

Parts of a house
balcony
bedroom
entrance
floor
garage
garden
roof
window

Furniture, furnishings & household objects
blinds
bookcase
cabinet
coffee table
curtains
electrical appliances
fireplace
headboard
mantelpiece
mirror
rug
shelves
vase

Special features
alarm system
central heating
double glazing

Adjectives (furniture)
bedside
built-in
central
crystal
double
(fully-) fitted
gilt-framed
private
spiral (staircase)
tiled
wooden

Renting
estate agent
flatmate
landlord/landlady
resident
tenant

Buying & selling
credit
credit history
interest rate
mortgage
price
rate
(reasonable) offer

Location
outskirts (of town)
suburbs

Useful phrases
close to amenities
do up (a house)
fall behind on the rent
get on with your neighbours
give (a month's) notice
in good condition
let a flat
make an offer
move into (a house/flat etc.)
negotiate a deal
pay in advance
sign a lease
take out a mortgage

1 Choose the odd word out.

1 wooden – spiral – glass – crystal
2 rent – mortgage – landlord – tenant
3 blinds – windows – entrance – curtains
4 detached house – mobile home – block of flats – villa
5 fireplace – built-in shelves – fitted wardrobe – bedside cabinet
6 centre – city outskirts – conversion – countryside

2 Complete the sentences with: *parking*, *conversion*, *appliances*, *double*, *fully fitted*, *spiral*.

1 They've got a .... kitchen in their new house.
2 We've got .... glazing on all our windows which saves us a lot of money on heating bills in winter.
3 It's important to switch off all electrical .... in your house when you go away on holiday.
4 I've always wanted a home with a .... staircase.
5 We're very lucky because we have off-street ....
6 We're thinking of buying a loft .... in the city.

• *Prepositions*

3 Choose the correct preposition.

1 We have an alarm system **in/on** our house.
2 Can we pay our rent **in/by** advance?
3 Luckily, our flat is close **with/to** all local amenities.
4 We've always made sure we've never fallen behind **from/on** the rent.
5 We're hoping to buy a house **in/on** the centre of town.
6 We've been ready to move **into/at** the flat for weeks.

• *Phrasal verbs*

4 Choose the correct word.

1 They have just taken **up/out** a mortgage.
2 We need to fill **up/in** this loan application form.
3 I don't really get **on/by** with the people in my apartment block.
4 We spent months doing **out/up** our flat when we first moved in.

• *Words often confused*

5 Choose the correct word.

1 The bank needs to check our **credit/interest** history before they will agree to giving us a loan.
2 I plan to **let/offer** out my flat while I am away overseas.
3 My bedroom has a **fitted/built-in** wardrobe.
4 The vendors are willing to **negotiate/give** a deal.
5 What interest **rate/offer** is the bank giving you?

6 Fill in the correct word: *clean*, *residents*, *reasonable*, *spacious*, *features*.

1 The house .... a large master bedroom with en-suite bathroom.
2 You'd better .... up before your flatmate gets home.
3 The kitchen isn't very ...., but it is very bright and airy.
4 Make me a .... offer and you may just have a deal.
5 Are the .... of this building friendly?

7 Fill in the notice with: *condition*, *tenant*, *landlord*, *lease*, *move*, *rent*, *notice*.

I am an easy-going **1)** .... who has a beautiful one-bedroom apartment to let in the centre of town. The apartment is in an excellent **2)** .... and is available to **3)** .... into immediately. I would prefer a professional **4)** ...., but mature students are also welcome to call me. Terms of rental: you will have to sign a 12-month **5)** .... The first three months' **6)** .... will need to be paid in advance. A month's **7)** .... will be required should you wish to move out.

Vocabulary Bank – *School*

School subjects

art
biology
business studies
chemistry
citizenship
drama
english literature
history
italian
maths
physics
PSHE

School rooms/areas

auditorium
school grounds

At school

Nouns

assignment
detention
entrance exam
mock exam
roll (call)
school assembly

Verbs

attend (class)
attract (sb's attention)
cheat
fail
re-sit
retake
skip (a lesson)
study (for an exam)
submit (an essay)

Phrasal verbs

catch up (with sth/sb)
drop out (of school)
fall behind (with schoolwork)
get into (debt)
hand in (an assignment)
keep up (with schoolwork)
look over (notes)
look sth up
take out (a loan)
tell (sb) off
turn up

Education system

Primary/Secondary education

pre-school
primary school
secondary school

Higher education

postgraduate
undergraduate
university/tertiary education

Nouns

certificate
(Bachelor of Arts) degree
diploma
expenses
fees
financial support
graduation ceremony
honours
instalments
internship
long-distance learning
lump sum
masters
period
refresher course
registration fee
scholarship
senior
student loan
term
timetable
tuition

Verbs

award (a degree)
charge (fees)
finance (studies)

Adjectives

entitled (to sth)

Useful phrases

learn (sth) by heart
provide the required details

• *Words often confused*

1 Choose the correct word.

1 I have Maths next **period/study**. What do you have?
2 I did well in my **mock/fake** exams, so hopefully I'll do well in my real ones.
3 Mrs Samuels enjoys **teaching/learning** children.
4 Can I pay my tuition **fees/expenses** in instalments?
5 I don't understand how Chloë has managed to **submit/get** herself into so much debt.
6 Charlotte was **entitled/awarded** a Bachelor's degree from London University.
7 I have **detention/punishment** after school today.
8 He's not sure how he's going to **support/finance** his studies.

• *Phrasal verbs*

2 Choose the correct preposition.

1 When do we have to hand **on/in** our assignments?
2 Do you know the reason why James dropped out **from/of** university?
3 I'm finding it difficult to keep **by/up** with my schoolwork at the moment.
4 Whenever I don't know the answer to something, I look it **up/through** on the Internet.
5 I try never to fall **behind/under** with my schoolwork.
6 Katie was told **off/out** by Mrs Jones for being late.
7 I'm afraid I've got a lot of work to catch **in/up** on.
8 If George doesn't turn **down/up** soon, we'll have to leave without him.
9 Dennis dropped **off/out** of university half way through his course.

• *Collocations*

3 Fill in: *financial, refresher, lump, heart, graduation, registration, required.*

1 We would prefer if you paid your fees in one .... sum.
2 The government offers students .... support in the form of loans.
3 All my family and friends were at my .... ceremony.
4 I'm considering doing a .... course in Italian as I've forgotten so much of it.
5 Go to the 5th floor of the student union to pay your .... fee.
6 Have you filled in all the .... details on your application form?
7 We have to learn this poem by .... for our class tomorrow.

4 Choose the odd word out.

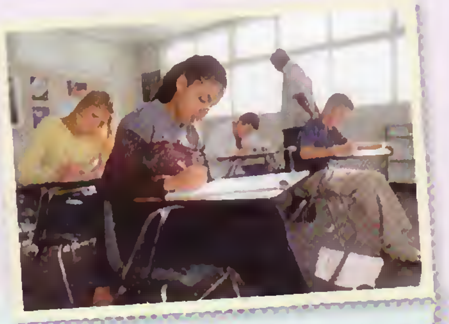
1 write – take – read – fail *notes*
2 postgraduate – registration – university – honours *degree*
3 leave – retake – go to – skip *class*
4 national – upper – entrance – mock *examinations*
5 pass – re-sit – fail – attend *an exam*

• *Prepositions*

5 Choose the correct preposition.

1 Sam was caught cheating **on/with** a test, and expelled.
2 Ten divided **with/by** two equals five.
3 The comments **on/at** his report card were all excellent.
4 I've decided to take **out/up** a student loan.
5 The school year is divided **at/into** three terms.

6 Complete the description with: *re-sit, submit, term, secondary, studied, sitting, cheats.*



This photograph shows some students **1)** .... an exam in a classroom. They look like **2)** .... school pupils. A teacher is supervising them to ensure that no one **3)** .... Hopefully, they all will have **4)** .... hard for the exam, so they won't fail and have to **5)** .... it. Perhaps it is an end of **6)** .... examination. Hopefully, when they **7)** .... their papers, everyone will feel as though they have done a good job.

4 Vocabulary Bank – *Work*

Jobs

air traffic controller
auctioneer
bank manager
barrister
chef
civil servant
construction worker
counsellor
fashion designer
gardener
graphic designer
interior designer
lifeguard
miner
personnel manager
physiotherapist
porter
refuse collector
sales assistant
ski instructor

Career areas

accounts
customer services
human resources
public relations
retail trade

Companies/Businesses

buyer
client
consumer
customer
earnings
profits

Positions in companies

chief executive
manager
supervisor

Verbs

close up shop
declare (profits)
mark up/down (prices)
run (a company)

Useful phrases

poor working conditions
provide (good) customer service
training opportunities
workplace discrimination

Working life

commission
increments
job offer
minimum wage
pay rise
pay slip
perks
promotion
salary
shift work
temporary job
wage

Verbs

promote/be promoted
report (to sb)

Useful phrases

apply for the post
call a meeting
career advancement
career goals
career move
current position
flexible working hours
fringe benefits
go on strike
hard/easy to come by
job burnout
job reference
make a living
maternity leave
paid overtime
previous experience
sick pay
stuck behind a desk
take the day off
team spirit
(tough) deadline
work shifts
work-related stress

Out of work/Retired

dole
pension

Verbs

give sb the sack
lay sb off
make sb redundant
resign
retire

Phrasal verbs

go through (a difficult time)
hand in (your notice)
live on
put across (the importance)
take out (a loan)
work off (stress)

• *Words often confused*

1 Choose the correct word.

1 They worked through the night in order to meet the **deadline/overtime**.
2 I work for a famous **human/public** relations firm in London.
3 Unemployed people are allowed to claim the **dole/pension**.
4 I get a **wage/salary** of £2,000 a month.
5 Katie took the job because it came with good **perks/offers**.
6 The great thing about being self-employed is I have **flexible/shift** working hours.

• *Phrasal Verbs*

2 Choose the correct word.

1 Prices are being **dropped/marked** down 20% for the sale.
2 George **went/passed** through a tough period when he got the sack.
3 Emma's going back to work because she and Joe can't **be/live** on Joe's salary alone.
4 It's important that our team's recommendations are **put/given** across clearly.
5 I've been thinking of **handing/putting** in my notice for a while now.
6 My employer has advised me to **take/withdraw** out private health insurance.
7 Going out with friends is a good way to **work/beat** off stress after a hard day at work.

• *Collocations*

3 Complete the sentences with: *rise*, *slips*, *position*, *leave*, *wage*.

1 We get our pay .... sent to us by post every month.
2 Charlottte is going on maternity .... next month so we need to find a temporary replacement.
3 I haven't had a pay .... for several years.
4 We pay all our young employees the minimum ....
5 I'm dissatisfied with my current ...., so I have started looking for a new job.

• *Useful phrases*

4 Complete the sentences with the correct form of the following verbs: *close*, *apply*, *call*, *take*, *make*, *go*.

1 The manager's just .... a last-minute meeting so make sure you're back from lunch on time.
2 I don't like gardening but it's the only way I know how to .... a decent living.
3 My boss told me I could .... the day off tomorrow as a reward for all the hard work I've been doing lately.
4 As far as I'm aware, all public sector employees are .... on strike tomorrow.
5 Do you know who's responsible for .... up shop every day?
6 You should consider .... for the post, as you're exactly the type of person they're looking for.

• *Prepositions*

5 Choose the correct word.

1 Sam has never been able to work well **in/under** pressure.
2 I've got a decade's worth of experience **at/in** sales, so I am confident I can do the job.
3 Make sure you report **with/to** the manager on your first day.
4 That company specialises **in/at** media relations for technology-related companies.
5 It helps to be skilled **with/at** public speaking if you want to become a successful politician.
6 We need to declare our earnings **by/within** the end of the month.
7 I can't say it's easy dealing **to/with** unsatisfied clients all day.

• *Verb phrases*

6 Choose the correct word: *ran*, *declared*, *made*, *given*.

1 Alice's father .... the company for more than 25 years.
2 My boss has just informed me that I'm being .... redundant.
3 The oil company has just .... profits of more than $8 billion.
4 He's been .... the sack – that's why he's so upset.

5 Vocabulary Bank – *Family & Social Life*

Stages in life

adolescent
adult
baby
child
elderly
grown-up
infant
juvenile
middle-aged
newborn
pensioner
school-age child
senior citizen
teenager
toddler
youngster

Family

adoptive (parents)
biological (parents)
ex-wife
extended family
foster child
godfather
great-grandfather
half-brother
husband-to-be
in-laws
offspring
sibling
single parent
spouse
stepdaughter

Verbs

baptise
raise
treat

Phrasal verbs

ask out (on a date)
break up
bring up
get along
get by
look down

Useful phrases

grow apart
strict upbringing
take care of (sb)

Lifestyle

adrenalin rush
everyday activities
indoors
leisure activities
outdoors
sports enthusiast
stress buster
workout

Adjectives (leisure activities)

recreational (activities)
varied (interests)
weekly (basis)

Phrasal verbs

take up (a sport)

Useful phrases

glued to a computer screen
positive thinking

Weddings

aisle
best man
chief bridesmaid
church wedding
civil wedding
groom
honeymoon
newlyweds
reception
wedding ceremony

Adjectives (weddings)

memorable (day)
traditional

Conflicts

addiction (to substances)
communication problems
counselling services
divorce
domestic violence
economic difficulties
emotionally attached
financial difficulties
neglect
rebellious behaviour
separation
social pressure

Adjectives (conflicts)

long-term (relationship)

Verbs (conflicts)

deal
manage
resist
resolve
struggle

Useful phrases

lack of common sense
sound familiar

• *Words often confused*

1 Choose the correct word.

1 Fortunately, I am on very good terms with my **ex-wife/past-wife**.
2 My brother has a lot of **common/positive** sense.
3 I have a wonderful relationship with my **half-daughters/stepdaughters**.
4 Alice and Emma spent most of their **adolescence/teenage** years in France.
5 The bride looked so beautiful when she walked down the **path/aisle**.
6 I wish my parents had had another baby because I'd have loved to have had a **spouse/sibling**.
7 My graduation was a really **memorable/remembered** day.
8 How many **long-term/long-time** relationships have you had?
9 They decided to go to a marriage counsellor to solve their **communication/talking** problems.

• *Phrasal verbs*

2 Choose the correct word.

1 My sister and I didn't get **by/along** very well when we were little.
2 It took Alex a long time to build up the courage to ask Katie **for/out** on a date.
3 I really dislike how James looks **away/down** on everyone.
4 There were times when I thought we would break **up/out**, but now we're engaged.
5 Before I got married, I barely got **after/by** on my low wages.
6 Our parents brought us **along/up** to be polite to everyone.
7 I'm thinking about taking **up/on** yoga next month.

• *Prepositions*

3 Choose the correct preposition.

1 Arguments **between/against** siblings are common.
2 Sadly, my daughter is addicted **to/on** cigarettes.
3 She really has a lack **in/of** common sense.
4 Mum, can I stay **out/away** late tonight?

• *Collocations*

4 Fill in: *positive, extended, best, chief, adrenalin, senior, domestic, strict, emotionally.*

1 My .... family doesn't get together very often but when we do, it means a lot to all of us.
2 Emma was honoured when Jo asked her to be her .... bridesmaid.
3 I volunteer twice a week at a home for .... citizens.
4 Practice .... thinking and you will feel happier.
5 It's impossible not to become .... attached to pets.
6 In my opinion, skydiving is the ultimate .... rush!
7 If you are a victim of .... violence, there are organisations you can turn to for help.
8 The .... man at a wedding is supposed to give a speech.
9 I wouldn't say I had a particularly .... upbringing – my parents were pretty relaxed.

• *Useful phrases*

5 Complete the sentences with the following words: *apart, sound, taken, glued.*

1 My brother has always .... good care of me.
2 My son spends most of his day .... to his computer screen.
3 Surveys indicate one in four mothers don't have time for leisure activities. Does this .... familiar?
4 Natalie and Joe made sure they didn't grow .... while Joe was overseas.

6 Choose the odd word out.

1 foster – bring up – resolve – raise *a child*
2 extended – recreational – everyday – leisure *activities*
3 adopted – biological – foster – offspring *son*
4 civil – church – honeymoon – traditional *wedding*
5 resolve – struggle – experience – manage *conflict*

6 Vocabulary Bank – *Food*

Food

beef
blueberry
broccoli
celery
cherry
cod
cottage cheese
cucumber
fig
haddock
ham
lamb
lime
salmon
tuna
turnip
veal

Adjectives (food)

artificial
dark
energy-giving
freshly-baked
granulated
iodised
lean
loose
mashed
mild
mineral
pasteurised
processed
protein-rich
refined
roast
roasted
rye
scrambled eggs
sparkling
steamed
strong
sugar-coated
sun-dried
toasted
wholegrain
wholemeal

Verbs

prepare
snack on

Eating out

café
canteen
exclusive restaurant
family-run restaurant
fast food restaurant
fresh ingredients
helpful staff
hotel dining room
Italian cuisine
main course
reasonable prices
relaxing atmosphere
skilled chefs
tempting desserts

Adjectives (eating out)

top-notch

Verbs

dine
recommend
serve

Cooking

Verbs

add
bake
boil
cool
fry
grill
mix
pour
preheat
roast
scramble
smoke
sprinkle
weigh

Diet

bacterial infection
cancer prevention
cravings
digestive system
food poisoning
intake
leafy vegetables
moderation
poor memory
servings
unhealthy lifestyle
vital functions
vitamin supplements

Adjectives (diets)

crash
detox
high-protein
low-carb
low-fat

Verbs

boost (mood)
burn (calories)
lose (weight)
put (sb) on a diet
quench (thirst)
skip (a meal)

Phrasal verbs

burn off (calories)
cut down
keep down (weight)
put on (weight)

Useful phrases

combat stress
control your hunger
health benefits
healthy eating plan
high in calories
keep energy levels high
makes your mouth water
regular intervals
square meal

1 Choose the odd word out.

1 crash – strong – low-fat – high-protein *diet*
2 prepare – serve – dine – choose *a meal*
3 fresh – processed – pasteurised – protein-rich *ingredients*
4 cucumber – ham – granulated – toasted *sandwich*
5 top-notch – family-run – exclusive – canteen *restaurant*
6 steamed – scrambled – grilled – baked *vegetables*

• *Words often confused*

2 Choose the correct word.

1 A new **vegetarian/vegetable** restaurant has opened in town.
2 Do you have anything in the fridge we can **pick/snack** on?
3 Dairy **foods/products** are usually high in fat.
4 Eat at **common/regular** intervals throughout the day.
5 I avoid buying ready-made meals because they're often full of **fake/artificial** additives.
6 For my main **course/meal**, I'd like the pasta with sun-dried tomatoes, please.
7 I **skipped/jumped** lunch today so I'm starving right now.
8 Would you like **scrambled/mixed** eggs on toast for breakfast?
9 Don't **drop/lose** too much weight or you'll look awful.
10 I prefer **dark/brown** chocolate to milk chocolate.

• *Useful phrases*

3 Complete the sentences with the verbs in their correct form: *boost, put, quench, make, control.*

1 The smell of freshly-baked bread always .... my mouth water.
2 My doctor has .... me on a diet.
3 Water is the best liquid to drink when you really need to .... your thirst.
4 I usually go for a jog when I need to .... my mood.
5 The hardest thing about dieting is .... your hunger between meals.

• *Phrasal verbs*

4 Choose the correct word.

1 Alex has stopped eating junk food in order to **keep/remain** his weight down.
2 Aerobic exercise is the best way to **burn/heat** off calories.
3 I'm trying to **cut/reduce** down on the amount of sugar I eat.
4 Do you think I've **taken/put** on weight since you last saw me?

• *Prepositions*

5 Choose the correct preposition.

1 She is trying to reduce her intake **of/from** food.
2 Preheat the oven **to/at** 175°C.
3 I always get cravings **at/for** sweet things late at night.
4 Sprinkle some herbs **on/to** the top.
5 Bake **at/with** 200°C for half an hour.
6 How many servings **of/from** potatoes would you like?
7 French fries are extremely high **with/in** calories.

• *Collocations*

6 Fill in: *square, digestive, bacterial, poor, energy, food, eating, supplements, fast food, processed.*

1 Once, I got terrible .... poisoning from eating shellfish.
2 If you don't want to have a .... memory in old age, eat a healthy diet.
3 I don't know one child who doesn't love eating in .... restaurants.
4 My .... levels are really low at the moment.
5 If you have a good diet, there is no need to take vitamin ....
6 Sam was in bed for a week with a .... infection.
7 I always make sure I eat three .... meals a day.
8 My dietician devised a healthy .... plan for me.
9 I must have a very sensitive .... system because I frequently get upset stomachs.
10 The problem is that .... foods are usually much cheaper than fresh foods.

7 Vocabulary Bank – *Shop & Services*

Shops

bakery
bank
clothes shop
estate agent's
greengrocer's
hairdresser's
toy shop
travel agent's

Buying & selling

bargain prices
be on display
buy in bulk
designer label
final day
get a refund
gift voucher
good condition
goods
launch a new product
look for bargains
low prices
opening time
pay for something
place an order
special offer
ultra-fashionable

Phrasal verbs (buying)

give away (sth)
try on (sth)

Complaining

faulty
full refund
poor service

Verbs (complaining)

complain (about service)
exchange
return (sth)

Useful phrases

get my money back in full

Banks & money

assistance
ATM
bank representative
cash machine
cash withdrawal
cashier
debit card
foreign currency
insurance premium
interest rate
keypad
loan
personal information
PIN number
savings
student account
transaction
traveller's cheques

Useful phrases (banking)

apply for a credit card
cash a cheque
clear (your) debt
make a purchase
open an account
pay in cash
shop online
write a cheque

Verbs (banking)

deposit (money into account)
exchange (dollars into euros)
manage (your finances)
pay (bills)
transfer (money between accounts)
withdraw (money)

Phrasal verbs (banking)

carry out (a transaction)
give out (your PIN number)
key in (PIN number)
pay off (debt)
set up (monthly payments)
take out (a loan)

Words often confused

1 Choose the correct word.

1 "Hello, I need to **exchange/refund** some pounds for euros, please."
2 That shop won't accept cards – you have to pay in **notes/cash**.
3 Supermarkets buy merchandise in **mass/bulk**, which is how they keep their prices low.
4 The customer expects her money to be refunded in **total/full**.
5 They will **launch/start** the new product next month.
6 The shop owner said I have one month to **clean/clear** my debt.
7 "Good morning, I would like to **deposit/drop** one hundred euros into my account, please."
8 I've just **put/placed** an online order for a book I've been wanting to read for ages.
9 I **transfer/carry** money from my current account to my savings account every month.
10 If I need to return this for any reason, will I **take/get** a refund?

Collocations

2 Fill in: *bargain, agents, condition, interest, gift, representative, foreign, cash, traveller's, special.*

1 How much .... currency shall we take with us overseas?
2 That shop sells second-hand electronic goods at .... prices.
3 I'm looking for a used car in good ....
4 I think we should get James a .... voucher for his birthday.
5 I don't really go to travel .... – I prefer to book my holidays online myself.
6 That supermarket chain has loads of items on .... offer every week.
7 "A bank .... will be with you shortly, Sir".
8 I don't really like using .... cheques when I travel. I prefer using my cash card.
9 We need to find the bank that is offering the best .... rate.
10 That .... machine has run out of money – we'll have to find another one.

Prepositions

3 Choose the correct preposition.

1 I want to return this item **to/at** the shop.
2 Can I exchange this blue top I bought here yesterday **for/by** a red one?
3 I wish to complain to the manager **about/for** the poor customer service in this store.
4 Katie has applied **about/for** a credit card.
5 It's the final day **with/of** the sales tomorrow.
6 Can you withdraw some money **off/from** your account for me? I promise I will pay you back next week.

Phrasal verbs

4 Choose the correct preposition.

1 Alex needs to figure out how he's going to pay **out/off** his debt.
2 You really should try that top **out/on** before you buy it – it mightn't suit you.
3 I'm considering taking **out/over** a bank loan to pay for my course.
4 "Remember – cover the keypad when you're keying **in/off** your PIN!"
5 It's so convenient that we can now carry **through/out** banking transactions online.
6 I never throw out my designer clothes – I give them **away/over** to friends when I don't want them anymore.
7 My phone bill is always paid on time as I've set **up/down** a monthly payment that automatically charges my debit card.

Useful phrases

5 Complete the sentences with the verbs in their correct form: *make, write, open, manage.*

1 My wife .... our finances because she's better with figures than me.
2 Let me .... you a cheque.
3 I'm addicted to shopping – I always get such a thrill whenever I .... a purchase.
4 "Good morning. I'd like to .... an account, please."

8

Vocabulary Bank – *Travelling & Tourism*

Means of transport

aeroplane
boat
car
coach
lifeboat
lorry
oil tanker
ship
train
truck

Jobs in tourism

air traffic controller
captain (of a ship)
chambermaid
customs officer
flight attendant
ground steward
pilot
porter
(tourist) guide
tour operator
travel agent

Accommodation facilities

basic (room)
bed and breakfast
bridal (suite)
(country) cottage
five-star
full board
hotel
rented (accommodation)
self catering
youth hostel

Accidents & breakdowns

brakes
emergency landing
error
fatalities
heart attack

Phrasal verbs

be held up (in a traffic jam)
break down (car)
check out (of a hotel)
fill up (with petrol)
get off (a train)
give out (engine)
held up (in a traffic jam)
pull away (from a station)
pull over (onto the hard shoulder)
put up (for the night)
run out (of petrol)
run over (by a car)
see sb off
sleep over
slow down
switch on (the sign)
work out (in a gym)

Flying

airline
airport
allowance (baggage)
control tower
conveyor belt
excess baggage
flight
landing
one-way (ticket)
passenger
passport control
return (ticket)
runway
seatbelt
smooth (flight)
suitcase
tray table
turbulent (flight)
website

Verbs (flying)

board (aeroplane)
book (seats)
carry (passengers)
fasten (seatbelt)
go through (passport control)

Travelling by train

carriage
dining car
station
first class

Travelling by car

brakes
driver
dual carriageway
flat tyre
icy (road)
motorway
oily (surface)
oncoming (car)
pedestrian
petrol
pile-up
rear-view mirror
ring road
roundabout
traffic

Verbs (travelling by car)

hit (pedestrian)
overtake
skid

Toursim

all-inclusive (package)
backpacker
beach
budget
crystal clear (water)
high season
information centre
low prices
luxury traveller
museum
nightlife
off season
package holiday
relaxation
ruins

travel
tropical jungle

Travelling at sea

anchored
crossing
deck
lifeboat
port
sea sick

Words often confused

1 Choose the correct word.

1 This aeroplane can **carry/board** 100 passengers.
2 That hotel by the beach is very **cheap/budget**.
3 Kate travelled all over the world when she was a flight **attendant/officer**.
4 This train has two **carriage/dining** cars.
5 For a hassle free holiday, we booked a full **board/catering** hotel.
6 We always try to travel in the **off/bad** season because it's cheaper.
7 Always check your **rear-/back-**view mirror when reversing.
8 Thankfully, the flight was very **smooth/soft** – there was no turbulence at all.
9 I'm late because I was stuck in a **car/traffic** jam.
10 It was a serious crash but luckily there were no **fatalities/errors**.

Prepositions

2 Choose the correct preposition.

1 The captain of the ship is out **on/to** deck.
2 We had a great holiday last year **at/in** India.
3 Hurry up! I think the plane is nearly ready to take **away/off**.
4 There was an accident on the motorway last night when a car crashed **on/into** a lorry.
5 Who is James going to Australia **with/for**?
6 Before landing, please fill **up/in** your landing cards.
7 If I had the money, I'd travel **over/around** the world for a year and see every continent.
8 They collected their tickets for the boat trip **at/on** the reservations desk.

Collocations

3 Fill in: *cottage, tyre, excess, crystal-clear, rear-view, emergency, bridal, operator.*

1 Your suitcase looks very heavy; I think we'll need to pay for .... baggage.
2 If this storm keeps getting worse we may have to make a(n)............. landing.
3 Jenny has never had a flat .... so she doesn't know how to change one.
4 We're on honeymoon so we're staying in the .... suite.
5 When overtaking, you should always look in your .... mirror first.
6 I can't decide whether to book the holiday myself online or use a tour ....
7 I think it will be cheaper to stay in a holdiay .... than in a hotel.
8 The sand on this beach is perfect, and look at the amazing .... water!

Phrasal verbs

4 Choose the correct word.

1 We're going to be late for the meeting; I didn't think we'd be held **up/on** by traffic for this long.
2 Petrol is cheap at this station; let's fill **in/up** the tank.
3 "We have to get **off/down** the train at the next stop."
4 That's a police car behind us and they're flashing their lights. I think they want us to pull **across/over**.
5 It's only ten thirty. We have another half an hour before we have to check **off/out** of the hotel.

Useful Phrases

5 Complete the sentences with the words: *declare, oncoming, control, suit, book.*

1 We offer a wide range of leisure activities to .... all tastes and budgets.
2 Max lost .... of his car while driving in the snow.
3 The lorry driver braked just time to avoid hitting a(n) .... car.
4 I told the customs officer I had nothing to ....
5 Can I .... a one-way ticket? I'm not sure when I'm coming back.

6 Choose the odd word out.

1 relaxing – budget – travel – package *holiday*
2 bumpy – turbulent – smooth – emergency *flight*
3 oily – traffic – icy – blocked *road*
4 basic – luxury – self-catering – inclusive *accommodation*

9 Vocabulary Bank – *Culture*

Music

concert
hit single
lead singer
live (music)
music industry
musical score
notation
opera house
rave reviews
recording studio
sound system

Verbs

compose (music)

Phrasal verbs

be sold out (concert)

Literature

alliteration
best-selling (author)
book signing
collections (poetry)
contemporary
established
extracts (poems)
hyperbole
independent
irony
metaphor
paperback (book)
rhyme
simile

Verbs

publish (a book)
sell
span (a time period)
top (a list)

Phrasal verbs

be singled out

Theatre/Cinema

art house
dress rehearsal
lead actor
listings
multiplex (cinema)
opening (line)
opening (night)
seated audience
theatre company
title role
up-and-coming (actor)

Visual arts

canvas
exhibition
landscape (paintings)
palette

Verbs

engrave

The press

broadsheet
circulation figures
colour supplement
current affairs
foreign correspondent
lead story
press release
tabloid
the press
weekly column

Film/TV

chat show
drama
documentary
quiz show
reality show
sitcom
sports show

Verbs

base (on something)
be set (in)
direct
play (a role)
receive (reviews)
release

- *Words often confused*

1 Choose the correct word.

1 Tonight is our last **costume/dress** rehearsal. The play opens tomorrow.
2 Our **press/foreign** correspondent in Kenya reports that the situation there is growing serious.
3 I got that author's autograph when I went to his book **signing/release**.
4 I love that chat **show/series**. The presenter is so funny.
5 A **correspondent/contemporary** writer is someone who is publishing at the moment.
6 The company issued a **press/newspaper** release today stating that it will announce its earnings for 2011 by the end of the week
7 I do my best to keep up with current **affairs/stories**.
8 I write a weekly **column/story** for *The Gazette* newspaper.
9 Have you read his new **extract/collection** of poetry?
10 That film was **published/released** in 2010.

- *Verb phrases*

2 Complete the sentences with the verbs in their correct form: *sell, receive, sign, set, span, top*.

1 The author Marion Scrubbs .... 1500 copies of her book at our bookshop last Saturday.
2 Rihanna's single *Umbrella* .... the UK charts for ten weeks in 2007.
3 The actor's career .... more than three decades.
4 The play .... bad reviews from the critics.
5 *Harry Potter and the Deathly Hallows* has .... more than 40 million copies worldwide.
6 The *Lord of the Rings* trilogy is .... in the fantasy world of Middle-earth.

- *Prepositions*

3 Choose the correct preposition.

1 Lauren's new book has been singled **down/out** for praise.
2 I have to be **in/on** the right mood to enjoy heavy rock music.
3 Is there anything good **in/on** television tonight?
4 He is famous **for/about** his documentaries social problems.
5 Barry was so bored **with/at** the play that he left before it ended.
6 The film *The Dark Knight* is based **on/over** the character of Batman in the old comic strips.

4 Choose the odd word out.

1 chat – quiz – sitcom – reality *show*
2 string – keyboard – multiplex – percussion *instruments*
3 compose – record – exhibit – read *music*
4 paperback – weekly – tabloid – broadsheet *newspaper*

- *Collocations*

5 Fill in with: *opening, up-and-coming, lead, rave, live, opera, dress, theatre, title*.

Ebony Taylor, the **1)** .... singer of *The Taylors*, is playing the **2)** .... role of Alice in the new musical of that name. Taylor has performed in **3)** .... concerts all over the world, but has said that she was extremely nervous about playing with the prestigious Upstage **4)** .... Company In New York. The show opened to **5)** .... reviews there last month and is now moving to London's theatre land. July 10th is set as the **6)** .... night of the show and a last minute **7)** .... rehearsal will take place on that morning. The show's director Gavin Hook Is a(n) **8)** .... name on the London theatre scene. Tickets are on sale at the box office of the **9)** .... house where *Alice* is due to be performed.

10 Vocabulary Bank – *Sports*

Extreme sports

bungee jumping
caving
cross-country skiing
kite-surfing
paragliding
skydiving
snowboarding
white-water rafting
windsurfing

Popular sports

American football
cricket
football
tennis

Professional sports

Verbs

beat
catch
kick
hit
pass
race
score
serve
shoot
test positive
train

Sports venues

alley
course
court
field
ground
ring
rink
stadium
track

Equipment

arrow
bow
cap
goggles
harness
helmet
mouth guard
racquet
rope
shin pads
studs
swimsuit
visor
waterproof jacket

Verbs

award
ban
break
compete
disqualify
host
substitute

Nouns

danger
gold medal
legend
long-jump
overtime
pentathlon
referee
risk-taker
sense
tactics
tie
tricks
umpire

Adjectives

adventurous
competitive
cool
cooperative
daring
defensive
determined
devoted
false
field
finishing
graceful
intensive
muscle
physical
regular
sporting
steady
stretching
thrilling
wild

Useful phrases

break a record
false start
foul play
get a strike
high-protein diet
intensive workout regime
score a goal
sense of achievement

• *Adjectives*

1 Fill in: *daring, sporting, thrilling, stretching, finishing*.

1 Regular .... exercises will help make your body more supple.
2 The .... contest between the top two teams had us on the edge of our seats..
3 Brian has become a .... legend in his country.
4 She threw her body forwards as she crossed the .... line.
5 The biker performed a .... manoeuvre to overtake his rival.

2 Complete the description with: *steady, graceful, devoted, proud, adventurous, competitive*.

My sister is a snowboarding world champion. She was always **1)** .... as a teenager, so I was sure she would end up doing something exciting with her life. She is very **2)** .... and hates to lose at anything. A **3)** .... athlete, she spends every weekend training. She really deserves to be the world champion. Her balance on the board is amazingly **4)** .... and she looks so **5)** .... as she moves down the mountain slopes. She really is a joy to watch and the whole family is very **6)** .... of her.

3 Choose the odd word out:

1 football – hockey – caving – rugby *pitch*
2 windsurfing – football – hockey – rugby *stadium*
3 kick – pass – race – catch *the ball*
4 silver – bronze – iron – gold *medal*

• *Words often confused*

4 Choose the correct word.

1 I hope my team **beat/win** our opponents.
2 He hopes to **break/crack** the world record.
3 The player was **awarded/rewarded** a free kick after he was fouled.
4 Shall we go ice-skating at the **rink/ring** this evening?
5 The **umpire/referee** blew the final whistle to bring the football match to an end.
6 We were late home because the ice hockey game went to **overtime/tie**.
7 The Olympics are a(n) **professional/amateur** event.
8 The long jump and the javelin are **track/field** events.

• *Prepositions*

5 Choose the correct preposition.

1 Muhammad Ali was very fast **in/at** the boxing ring.
2 He got tired **with/of** doing so much training.
3 Some people don't realise the dangers **for/of** snowboarding.
4 Helen has been windsurfing **since/from** she was a teenager.
5 The player was disqualified **from/off** the game.
6 The game ended **at/in** a tie with a score of 1:1.

• *Collocations*

6 Fill in: *positive, physical, tactics, foul, false, hosts*.

1 The team realised the moment had come to adopt defensive ....
2 Any players found guilty of .... play will be sent off.
3 Wimbledon in London .... the world tennis championships every year.
4 Athletes who test .... for performance-enhancing drugs will be banned from the tournament.
5 If you make a .... start, don't worry – you are allowed another chance.
6 A sport like professional weightlifting requires exceptional .... strength.

11 Vocabulary Bank – *Health*

Body parts

ankle
arm
arteries
bones
feet
head
heart
intestines
joints
leg
lungs
muscles
nervous system
trachea
veins

Actions

breathe (air)
circulate (blood)
digest (food)
drink
eat
exercise
move (muscles)
sleep
take (pills)

Illnesses

cancer
cold
food poisoning
hay fever
heartburn
high blood pressure
infection
migraine
motion sickness

Injuries

black eye
broken bone
bruise
cut
graze
pulled muscle
scar
twisted ankle

Symptoms

blurry vision
concussion
headache
itchy eyes
rash
runny nose
swollen glands
vomiting

Health care professionals

cardiologist
dentist
dermatologist
doctor
GP
midwife
paramedic
paediatrician
porter
psychologist
speech therapist
surgeon

Medical fields

cardiology
dentistry
geriatrics
neurology
obstetrics
ophthalmology
podiatry
surgery

Treatment

anaesthetic
antacid (pill)
antibiotics
aspirin
bandage
cast
crutches
examination
hearing aid
herbal ointment
operation
pill
plaster
prescription
ultrasound
rehabilitation
scan
sling
stitches
X-ray

Verbs

apply (cream)
carry (injured person)
cure
heal
help
perform (operations)
prescribe
relieve (pain)
treat

Nouns

casualty
clinic
fatality
operating theatre
stretcher
surgery
ward

Useful phrases

be allergic to
(healthy) lifestyle
give birth (to a baby)
take care of (patients)

Disabilities

amputation
blindness
visually impaired
wheelchair

Addictions

behavioural psychologist
binge drinker
hard drug user
rehabilitation centre
substance abuse
withdrawal symptoms

Paralympics

amputee
media coverage
sports event

- *Words often confused*

1 Choose the correct word.

1 Molly doesn't have carpets in her home as she is **allergic/susceptible** to dust.
2 I had a bad eye infection but I got better after the doctor prescribed me **anaesthetic/antibiotics**.
3 I had to stop running the race because I pulled a **joint/muscle** in my leg.
4 Ann broke her arm and it was in **plaster/bandage** for eight weeks.
5 A runny nose and a **concussion/headache** are symptoms of a cold.
6 My brother used to have a problem with **binge/substance** abuse, but now he's doing well.
7 John has a big **scar/graze** on his leg from a motorcycle accident he was in years ago.
8 When my daughter had an itchy rash, we brought her to the **paediatrician/dermatologist** for treatment.
9 A **midwife/paramedic** helps women to give birth.
10 The heart helps the blood to **circle/circulate** through our veins.

- *Prepositions*

2 Choose the correct preposition.

1 The doctor said he would need to operate **in/on** the patient immediately.
2 Athletes from all over the world compete **against/toward** each other at the Paralympics.
3 You've sprained your wrist so you'll need to keep your arm **with/in** a sling for a few days.
4 Apply this cream regularly **to/at** the infected areas of the skin.
5 Tim's been suffering **from/for** a bad cold for a week now.
6 We hired a night nurse to take care **for/of** my grandmother.
7 The injured footballer was carried off the pitch **in/on** a stretcher.
8 James had a nasty fall and needed six stitches **on/in** his hand.
9 Patients in olden times were treated **by/with** herbal remedies.

- *Verb phrases*

3 Complete the sentences with the verbs in their correct form: *heal, write, provide, twist, reduce.*

1 The doctor .... me a prescription for some strong painkillers.
2 You'll have .... your calorie intake if you want to lose weight.
3 This cream is great for .... wounds.
4 I believe governments have a duty .... a free health care service.
5 My aunt .... her ankle when she fell down some steps.

4 Choose the odd word out:

1 foot – leg – cold – muscle – *pain*
2 radiology – therapist – cardiology – neurology – *department*
3 treat – heal – cure – prescribe *patients*
4 ointment – antacid – aspirin – vitamin – *pill*

- *Collocations*

5 Complete the sentences with the following words: *theatre, lifestyle, binge, symptoms, examination.*

1 Diet and exercise are both important for a healthy ....
2 Dave had to undergo a strict medical .... before he joined the army.
3 You will experience some withdrawal .... when you come off the drug.
4 The surgeon has been in the operating .... for the past six hours.
5 Unfortunately, ... drinking is on the increase amongst young people.

6 Match the correct medical field to people's comments about their health: *ophthalmology, cardiology, obstetrics, geriatrics, podiatry.*

1 "I'm going to have a baby and I would like advice about prenatal classes to help me prepare for it." ....
2 "Sometimes I get a terrible pain in my chest." ....
3 "I've got an ingrown toenail, which is really painful." ....
4 "I can't see very well and I really need to get my eyes tested." ....
5 "Now I've reached eighty, I can't get about so easily anymore." ....

12 Vocabulary Bank – *Science & Technology*

Science

archaeologist
astronomer
atom
breakthrough
evidence
evolution
experiment
hypothesis
journal
molecule
research
telescope

Verbs

announce
conduct (an experiment)
invent
provide (evidence)
publish (findings)
uncover (evidence)

Computers

back-up
file
computer science
confirmation email
folder
graphics
icon
logo
programming
shared drive
software

Verbs

attach
click (on sth)
delete
disconnect
edit
install
keep (a back-up)
specialise (in sth)

Mobile phones

contacts list
handset
hands-free
headset
missed call
personal organiser
ringtone
touchscreen

Verbs

upgrade

User guides

handy
instructions
onscreen
version

Verbs

charge (a battery)
connect
install
set (sth) up
synchronise

The Internet

blog
online
video clip
wi-fi

Verbs

bounce
download
input
post (a video clip)
purchase
skip
surf
update
upload
write

Success

ambition
entrant
goal
reputation

Verbs

accomplish
achieve
fulfil
gain (a reputation)
succeed
triumph

Useful phrases

be/get carried away
go off as planned
keep in touch

Phrasal verbs

break down
carry away
carry out (an experiment)
come up (with sth)
find out (sth)
go off
slow down
turn down
turn out

1 Choose the odd word out:

1 headset – telescope – hands-free – touchscreen
2 experiment – onscreen – breakthrough – hypothesis
3 file – evolution – folder – drive
4 atom – blog – internet – online
5 succeed – accomplish – upgrade – triumph

Prepositions

2 Choose the correct preposition.

1 I'm really interested **in/about** astronomy.
2 I'm relying **on/by** you to help me choose a new mobile.
3 I downloaded those files **at/from** several different websites.
4 He triumphed **above/over** all the other entrants.
5 Plug the cord **onto/into** your computer.
6 Click **on/to** that flashing green icon.
7 He fulfilled his ambition **to/of** becoming a scientist.
8 Ensure you make back-ups **of/from** all your important files.
9 Coffee has a negative effect **over/on** me – it gives me a headache.
10 He has been a great help **to/for** me.

Phrasal verbs

3 Choose the correct word.

1 The archaeologist told the students to slow **up/down** and not rush.
2 You can find **out/over** what you need to know by looking in that journal.
3 I've come **up/through** with a great new idea for my research.
4 It turns **out/around** that those scientists plagiarised someone else's work.
5 Luckily, the presentation went **over/off** as planned.
6 That piece of equipment broke **out/down** over a week ago.
7 We plan to carry **out/on** the experiment tomorrow.
8 That scientist turned **off/down** the chance to work overseas.
9 The children got carried **away/along** with excitement as they played the video games.

Words often confused

4 Choose the correct word.

1 She **succeeded/managed** in installing the software on her computer.
2 When will that company **announce/uncover** the launch date of its new product?
3 I'm having trouble **connecting/installing** to the Internet.
4 He **gained/won** a brilliant reputation over the course of his career.
5 Do you have Sam's number in your **contacts/connections** list?
6 The Internet makes it easy to keep in **touch/hand** with overseas friends.
7 He emailed me to **upgrade/update** me on his news.
8 Whenever you don't have credit, **give/do** me a missed call and I'll call you right back.
9 Did you receive a **confirmation/specialisation** email after you made the booking?

5 Fill in: *purchase, folder, conduct, publish, provided, achieved, relationship, graphics.*

1 Which .... did you put that Word file in?
2 We hope to .... our findings in a leading scientific journal.
3 The article discusses the .... between science and technology.
4 I'm not happy with the .... on this presentation.
5 The students learnt the correct way to .... a scientific experiment.
6 Why did you .... such an expensive piece of equipment?
7 The evidence .... by the scientist was not very compelling.
8 He has .... everything he set out to do.

13

Vocabulary Bank – *Natural World*

Weather

breeze
climate
downpour
drizzle
fog
forecaster
frost
gust
heat wave
humidity
lighting
mist
monsoon
raindrop
sleet
soar
wind

Idioms

be a fair-weather friend
be on cloud nine
brighten up one's day
chase rainbows
feel under the weather
get/be soaked to the bone
in the cold light of day
raining cats and dogs
to have a face like thunder

Natural disasters

active volcano
emergency services
extreme weather
local property
major eruption
numerous casualties
temporary shelter
violent gales

Plants

bark
branch
chlorophyll
deciduous
leaf
needle
photosynthesis
pigment
root
trunk

Animals

ant
amphibian
badger
bee
breed
captivity
conservation
crocodile
den
endangered
extinction
fish
frog
habitat
heron
hive
hill
invertebrate
lifespan
lion
mammal
nest
octopus
predator
rabbit
reptile
sett
shark
species
warren
wasp

Verbs

feed (an animal)
give birth
hatch
hunt
lay (eggs)
mate

Space

Big Bang
black hole
cosmic collision
crater
electromagnetic waves
light year
outer space
solar flares
solar system

Verbs

orbit

1 Choose the odd word out.

1 hippopotamus – mammal – polar bear – cheetah
2 mate – lay – hatch – orbit
3 frost – sleet – eruption – downpour
4 chlorophyll – monsoon – leaf – photosynthesis
5 fog – gust – wind – gale
6 galaxy – space – rainbow – light year
7 species – branch – deciduous – mist

Prepositions

2 Choose the correct preposition.

1 Widespread deforestation is putting the species **in/to** great danger of extinction.
2 The Universe may have begun **from/by** expanding from a tiny point.
3 Currently, there is a ban **on/at** fishing for shellfish in this part of the ocean.
4 This lion was born **from/in** the wild, not captivity.
5 The bad weather caused damage **to/for** many properties.
6 The hunting **of/on** whales is forbidden in those waters.
7 There is a lot of humidity **in/on** the air today.
8 The organisation is concerned **to/with** the protection of water resources.

Collocations

3 Fill in: *solar, electromagnetic, light, black, nest, Big, outer.*

1 The .... Bang theory is one of several scientific theories that seek to explain how the universe began.
2 The gravity field of a .... hole is so strong that nothing can escape it.
3 It would take about four .... years to travel to the nearest star.
4 Mercury is the planet closest to the Sun in our .... system.
5 Light is a(n) .... wave.
6 Many children dream of becoming astronauts and travelling into .... space.
7 Don't go near the wasps' .... or you might get stung!

Words often confused

4 Choose the correct word.

1 Tigers are **extreme/fierce** predators.
2 The eggs should **hatch/lay** in the next few days.
3 The giant tortoise has a long **lifespan/age** and can live to be 150 years old.
4 That country has a warm **climate/weather**.
5 What **breed/species** of dog is that?
6 In a mature tree, the roots extend far from the **branch/trunk**.
7 Emergency **services/authorities** are evacuating the area.
8 At first there was just a light **downpour/ drizzle**, but then it began to rain really hard.
9 We drove very slowly as it was difficult to see through the thick **frost/fog** in the air.
10 Temporary **shelters/habitats** have been set up for evacuees.

Idioms

5 Choose the correct word.

1 Its raining **pups/cats** and dogs today!
2 He's just a fair-**climate/weather** friend.
3 The rescuers were on cloud **ten/nine** after successfully rescuing the little boy.
4 James is at home – he is feeling a bit **under/below** the weather.
5 "What great news! You've really **brightened/lit** up my day."

6 Fill in: *bark, active, humidity, forecast, soar, wind.*

1 There is high .... during the monsoon season.
2 .... is the protective outer layer on trees.
3 Temperatures will probably .... above 40°C today.
4 Mt Vesuvius is a(n) .... volcano in southern Italy.
5 The .... is really strong today so it's a perfect day for windsurfing.
6 The weather .... is for showers and cool breezes today.

14 Vocabulary Bank – *State & Society*

State & politics

Deputy Prime Minister
High Court
House of Commons
Labour Party
Liberal Democrats
Lord Chancellor
Member of Parliament
Secretary of State

Verbs

come (into power)
cut (taxes)
give (a speech)
outline (a plan)
pass (a law)
run (for a position)
vote (for sb)
win (an election)

Law

Idioms

be on the wrong/right side of the law
in the eyes of the law
take the law into one's own hands
the long arm of the law

Crime & punishment

accused
arsonist
burglar
car thief
community service
crime scene
death penalty
innocent
jury
kidnapper
mugger
offence
probation
trial
vandal
verdict
warning
witness

Verbs

abduct
investigate
sentence
steal
trespass

Phrasal verbs

break into (a building)

Useful phrases

break the law
find (sb) guilty (of)
press charges
put on probation/trial
send to prison
set fire to

Social policy

animal rights
campaign
children's rights
discrimination
environmental protection
ethnic diversity
human rights
legal system
poverty
racial equality
terrorism

Verbs

detonate (a bomb)
prohibit
raise (awareness)

Domestic & international conflicts

conflict
diplomat
dispute
rally
rioters

Verbs

hold (a demonstration)
reach (an agreement)
resolve (a conflict)
sign (a petition)
take (action)

Useful phrases

bring an end (to sth)

International organisations

EU (European Union)
IMF (International Monetary Fund)
IOC (International Olympic Committee)
NATO (North Atlantic Treaty Organisation)
WHO (World Health Organisation)
WWF (World Wildlife Fund)

Religions & places of worship

Buddhists
Buddism
Christianity
Christians
church
gurdwara
Hinduism
Hindus
Islam
Jews
Judaism
mandir
mosque
Muslims
Sikhism
Sikhs
stupa
synagogue

Economy

business venture
cost of living
family-run business
income tax
international trade
rate
standard of living
unit of currency
worldwide problem

1 Choose the odd word out.

1 arsonist – vandal – chancellor – mugger
2 jury – rally – accused – witness
3 Mandar – Sikhism – Gurdwara – Stupa
4 trespass – steal – abduct – sentence
5 election – terrorism – speech – candidate
6 rights – venture – equality – discrimination

• *Words often confused*

2 Choose the correct word.

1 They hope to **reach/resolve** an agreement today.
2 The police have confirmed that they are going to **press/hold** charges.
3 The judge **sentenced/accused** the thief to two years in prison.
4 He was warned to stay on the right **side/arm** of the law.
5 Stealing is a criminal **offence/defence**.
6 Were there any **witnesses/victims** to the crime?
7 Police have cordoned off the crime **stage/scene**.
8 He is Secretary of **State/Parliament** for Foreign and Commonwealth Affairs.
9 It's time we **took/raised** action.
10 The government wants to lower tax **rates/units**.

• *Prepositions*

3 Choose the correct preposition.

1 He broke **into/onto** the car by smashing a window.
2 They were sent **at/to** prison for their crime.
3 When did he come **of/into** power?
4 She has decided to run **up/for** president in the next election.
5 He was caught attempting to set fire **in/to** the house.
6 They want to bring an end **over/to** the conflict.
7 I haven't decided who I am going to vote **for/on** yet.
8 She decided to take the law **into/through** her own hands.
9 He has been accused **of/with** the crime and will stand trial.

• *Collocations*

4 Fill in: *unit, income, legal, business, cost, living, children's, ethnic.*

1 .... standards are high in the UK.
2 They're hopeful their new .... venture will be more successful than their last.
3 According to the report, Australia has the third lowest .... of living in the developed world.
4 The Singapore dollar (SGD) is Singapore's official .... of currency.
5 It is illegal not to pay .... tax.
6 For historic reasons, the .... system in Scotland differs from that of the rest of the UK.
7 He is a .... rights lawyer.
8 We want to promote .... diversity in our workplace.

5 Fill in with: *Commons, petition, cut, synagogue, community, detonate, pass, probation.*

1 They worship at the .... every week.
2 Experts were called in to .... the bomb in a controlled explosion.
3 He was sentenced to 100 hours of .... service.
4 The UK public elects 650 MPs to represent their interests in the House of ....
5 They managed to get over a million signatures on their ....
6 He is currently on .... while awaiting trial.
7 The government has backtracked on their promise to .... taxes.
8 They hope to .... the law in the next few days.

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	(in/dis)ability	disable, enable	(un)able, disabled
	acceptance, acceptability	accept	(un)acceptable, accepted
	accident		accidental
(under)achiever	(under/over)achievement	(under/over) achieve	achievable
actor, actress	(inter/re/in)action, act, (in)activity, acting, activation	activate, (re/over/inter)act	(re/in/over)active
admirer	admiration	admire	admiring, admirable, admired
	admittance, admission, admissibility	admit	(in)admissible
adventurer	adventure		adventurous
adviser, advisor	advice, advisability	advise	(in)advisable, advisory
	alarm	alarm	alarming, alarmed
analyst	analysis	analyse	analytic(al)
	anxiety		anxious
applicant	applicator, application, applicability	apply	(in)applicable, applied
artist	art, artistry		artistic, arty
	assumption	assume	
attendant	attendance, (in)attention, (in)attentiveness	attend	attendant, (in)attentive
beginner	beginning	begin	beginning
behaviourist	(mis)behaviour, behaviourism	(mis)behave	behavioural
benefactor, beneficiary	benefit	benefit	beneficial
	breath, breathing	breathe	breathless, breathy, breathtaking, (un)breathable
	calculator, calculation	calculate	calculated, calculating, (in)calculable
celebrity	celebration	celebrate	celebrated, celebratory
	centre, centralisation	centralise, centre	central, centralised
	characteristic, character, characterisation	characterise	(un)characteristic, characterless
child, childminder	childhood, childbirth, childcare		childless, childish, childlike
	choice	choose	choosy
	classification	classify	classified, classifiable
collector	collection	collect	collected, collective, collectable
comforter	(dis)comfort	comfort	(un)comfortable, comfortless, comforting
	commitment, (non)committal	commit	(un)committed
communicator	communication	communicate	communicable, (un)communicative
competitor	competition, competitiveness	compete	(un)competitive, competing
	complaint	complain	
	(in)completeness, completion	complete	(in)complete
confidant(e)	confidence, confidentiality	confide	confident, confidential, confiding
	consciousness		(sub/un)conscious
	(conserve), conservation	conserve	conservative
	(re)consideration	consider	considerable, (in)considerate, considered
constructor	(re)construction	(re)construct	(re)constructive
	(in)correctness, correction	correct	(in)correct, corrective
correspondent	correspondence	correspond	corresponding
creator, creature	(re)creation, creativeness, creativity	(re)create	creative, recreational
	cure	cure	curable, curative
	curiosity		curious
	danger	endanger	dangerous, endangered
	(mid)day, daylight, daily		daily
	decision, (in)decisiveness	decide	decided, (in)decisive
demonstrator	demonstration	demonstrate	demonstrative
	depression, depressant	depress	depressed, depressing, depressive

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	depth	deepen	deep
	description	describe	(in)describable, descriptive
	despair, desperation	despair	despairing, desperate
destroyer	destruction, destructiveness	destroy	destructible, destructive
	determination	determine	determined
discoverer	discovery	discover	discoverable
dramatist	drama, dramatisation	dramatise	dramatic
	ease, easiness	ease	easy
economist	economy, economics	economise	economic, economical
educator, educationalist	education	educate	(un)educated, educational, educative
elector, electorate	election	elect	elective, electoral
electrician	electricity, electrocution, electrification	electrify, electrocute	electric, electrical, electrifying, electrified
employer, employee	(un)employment	employ	(un)employed, (un)employable
	encouragement, discouragement	encourage, discourage	encouraging, discouraging, encouraged, discouraged
	end, ending	end	endless
	energy	energise	energetic, energising
	enjoyment	enjoy	enjoyable
enthusiast	enthusiasm	enthuse	enthusiastic
	envy	envy	envious, enviable
escapee, escapist, escapologist	escape, escapism	escape	
	exactness, exactitude	exact	exact, exacting
examiner, examinee	exam(ination)	examine	
	excitement	excite	(un)exciting, (un)excited, excitable
	exhaustion, exhaust	exhaust	exhausted, exhausting, exhaustive
	existence	exist	existent, existing
	expectation, expectancy	expect	(un)expected, expectant
	expense(s), expenditure	expend	(in)expensive, expendable
	explanation	explain	explanatory
	fame		famed, famous, infamous
	fascination	fascinate	fascinating, fascinated
	fashion	fashion	fashionable
	fault	fault	faulty, faultless
financier	finance	finance	financial
	fluency		fluent
	(mis)fortune		(un)fortunate
	(in)frequency	frequent	(in)frequent
general, generalist	generalisation, generality	generalise	general, generalised
	globalisation, globe	globalise	global
government, governor, (governess)	government, governance, governorship	govern	governing, governmental, ungovernable
guide	guidance	guide	(mis)guided, guiding
	happiness		(un)happy
	health, healthiness		(un)healthy
	(dis)honesty		(dis)honest
host, hostess	hospitality	host	(in)hospitable
human, humanist	humanism, (in)humanity		human, humanly, humane, humanitarian
	idiom		idiomatic
	illness, ill		ill
	imagination, image, imagery	imagine	imaginary, (un)imaginable, (un)imaginative
	importance		(un)important
	impression, impressiveness	impress	(un)impressive, impressionable
	inspiration	inspire	inspirational, (un)inspired, (un)inspiring

Grammar Section

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1 Present Tenses

Present Simple

We use the **present simple** for:

- facts and permanent states. *Heather and Pat **live** in the centre of the city.*
- general truths and laws of nature. *The earth **goes** round the sun.*
- habits and routines (with ***always***, ***usually***, etc). *Bob **always walks** to school.*
- timetables and programmes (in the future). *Our plane **arrives** at midnight.*
- sporting commentaries, reviews and narrations. *Christopher Reeves **plays** the role of superman in this film.*
- feelings and thoughts. *I **like** James Bond films. They're full of action.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year, etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

Present Continuous

We use the **present continuous** (***to be*** + verb ***-ing***):

- for actions taking place at or around the moment of speaking. *Tracy **is making** a lot of noise at the moment.*
- for temporary situations. *Ted **is learning** to play the drums.*
- for fixed arrangements in the near future. *Jonathan and I **are going** bowling on Saturday.*
- for currently changing and developing situations. *More and more people **are exercising** these days.*
- with adverbs such as ***always*** to express anger or irritation at a repeated action. *You're **always forgetting** to tidy your room.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (***see, hear, smell, taste, feel, look, sound, seem, appear***, etc). *David **looks** tired.*
- verbs of perception (***know, believe, understand, realise, remember, forget***, etc). *I **think** History is interesting.*
- verbs which express feelings and emotions (***like, love, hate, enjoy, prefer, detest, desire, want***, etc). *Barbara **doesn't like** heavy metal music.*
- some other verbs (***agree, be, belong, contain, continue, cost, fit, have, include, keep, matter, need, owe, own, possess, require, seem, suppose, understand, want, weigh, wish***, etc). *Terry **has** a new laptop.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK: *I **think** our new Science teacher is very nice.* (= believe)	*Mum and Dad **are thinking** of buying a new car.* (= are considering)
HAVE: *He **has** a pet iguana.* (= own, possess)	*They **are having** fun ice-skating.* (= are experiencing) *She **is having** a bath.* (= is taking) *I **am having** cereal for breakfast.* (= am eating)
SEE: *I can **see** John and Tina in the park.* (= are visible) *Do you **see** what I mean?* (= understand)	*I'm **seeing** Patrick outside the cinema tonight.* (= am meeting)
TASTE: *The meat **tastes** very salty.* (= it is, has the flavour of)	*Harry **is tasting** the new Chinese dish.* (= is testing)
SMELL: *These flowers **smell** great.* (= have the aroma of)	*Why **are** you **smelling** the milk?* (= are sniffing)
APPEAR: *Anna **appears** to be ill.* (= seems to)	*He **is appearing** at the theatre this week.* (= is performing)
FIT: *These jeans are comfortable and **fit** me perfectly.* (= are the right size)	*My dad **is fitting** security locks on the windows.* (= is attaching)
LOOK: *Julia **looks** very pleased.* (= appears)	*Stephen **is looking** at an advert in the newspaper.* (= is taking a look at)

Remember!

- The verb ***enjoy*** can be used in continuous tenses to express a specific preference. *My brother really **enjoys** skateboarding.* (general preference) BUT *They **are** really **enjoying** the concert.* (specific preference)
- ***Feel*** (experience a particular emotion), and ***hurt*** can be used in simple or continuous tenses with no difference in meaning. *I **feel** tired. = I **am feeling** tired. My leg **hurts**. = My leg **is hurting**.*
  Listen, **look**, and **watch** express deliberate actions and can be used in continuous tenses. *They **are looking** at their test papers.*

Present Tenses 1

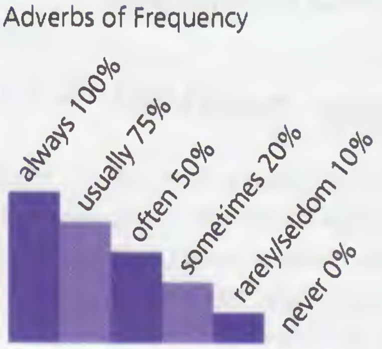
Adverbs of Frequency

Adverbs of frequency show us how often something happens. They answer the question ***How often ...?*** We often use adverbs of frequency with the present simple.

*"**How often** does Tim go to football practice?"*
*"He **always goes** on Mondays and Fridays."*

We use **adverbs of frequency**:

- before the main verb. *George **rarely listens** to classical music.*
- after the auxiliary verbs ***be***, ***have*** and ***do***, and modal verbs such as ***can***, ***will***, ***must***, etc.
  *Vicky **doesn't usually tidy** up her desk.*
  *Nicholas **is always** polite in class.*
  *We **must always** eat fruit and vegetables.*



Remember!

The adverbs ***rarely***, ***seldom*** and ***never*** have a negative meaning and they are never used with the word ***not***.
*Cathy **never swims** in winter.* (NOT: *Cathy ~~doesn't~~ never swim ...*)
*Phil **seldom goes** to school by car.* (NOT: *Phil ~~doesn't~~ seldom go ...*)

Present Perfect

We use the **present perfect** (***have*** **+ past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown.
  *I **have done** all my homework. Trudy **has been** to the Alps.*
- an action which started in the past and continues up to the present, especially with stative verbs (see page 204) such as ***be***, ***have***, ***like***, ***know***, etc.
  *I **have lived** in this town for years.*
- a recently completed action.
  *Tommy **has just left**.*
- personal experiences or changes.
  ***Have** you **ever flown** in a plane?*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as ***today***, ***this morning/evening/week/month***, etc.
  *I **have written** three emails this morning.* (= the time period – this morning – is not over yet. We may write more.)

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month, etc, how long, lately, recently, still (in negations), yet, by now, etc.*

Remember!

*Jan **has gone** to the post office.* (She's on her way there or she's there now. She hasn't come back yet.)
*Paul **has been** to Australia.* (He has visited Australia, but he isn't there now. He has come back.)
*Christine **has been** in Rome for 2 years.* (She lives in Rome now.)

Present Perfect Continuous

We use the present perfect continuous (***have*** + ***been*** + verb ***-ing***):

- to put emphasis on the duration of an action which started in the past and continues up to the present.
  *I **have been writing** this essay for two hours.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, but the result is visible in the present.
  *John's hair is wet. He **has been swimming** for hours.*
- to express anger, irritation or annoyance.
  *Why **has** Andrew **been using** my computer without asking me first?*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently.*

Remember!

With the verbs ***live***, ***work***, ***teach*** and ***feel*** we can use the **present perfect simple** or the **present perfect continuous** with no difference in meaning.
*Gregory **has lived/has been living** in the countryside for the last five years.*

1 Present Tenses

1 Choose the correct item.

Dakota Fanning: A Rising Star

Over the last decade, teen actress Dakota Fanning 1) C to make a name for herself in Hollywood. She has been in over 21 films, mostly as a child, and has received several awards and nominations. Her roles 2) .... her to work next to some of Hollywood's greatest actors such as Robert DeNiro, Tom Cruise and Denzel Washington. Most people 3) .... Dakota from her excellent performance in *I am Sam* along with Sean Penn in 2001. Since then, she 4) .... hard. As a teenage actress, her talent and beauty 5) .... as we can see in the films *The Runaways* and *Eclipse*. Dakota 6) .... some other talents as well. She can also play the violin and 7) .... to knit. Actually, she has knitted scarves for Tom Cruise, Oprah Winfrey and Steven Spielberg. 8) ...., she is learning to speak French and is dreaming of going to the Oscars one day!

When people ask Dakota how she feels about acting, the answer comes easily. "I've 9) .... wanted to be an actress and it's great fun to know that's what I 10) .... !"

1 A manages [✓ C has managed]
B is managing D don't manage

2 A have allowed C don't allow
B allow D are allowing

3 A have remembered C remember
B are remembering D have been remembering

4 A does work C works
B 's been working D 's working

5 A are still growing C have still grown
B still grow D have still been growing

6 A has had C has
B has been having D hasn't

7 A loves C has loved
B is loving D has been loving

8 A Still C Lately
B Usually D At present

9 A always C ever
B never D already

10 A achieve C has achieved
B 've achieved D 've been achieving

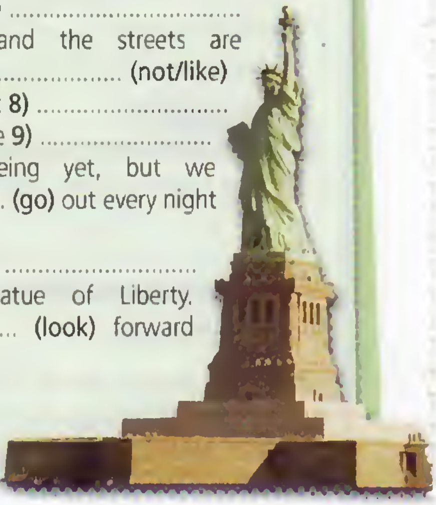
2 Put the verbs in brackets into the correct *present* tense.

Dear Penny,

How are you? I'm finally in New York on the student exchange programme and I 1) am having (have) a wonderful time. I 2) .... (not/have) time to write because we 3) .... (be) busy every day. I 4) .... (meet) a lot of fascinating people so far! I 5) .... (even/make) some friends, Jared and Antonia. New York is very different from Swansea. People 6) .... (always/rush) around and the streets are crowded. I 7) .... (not/like) the noise much because it 8) .... (keep) me up at night. We 9) .... (not/do) much sightseeing yet, but we 10) .... (go) out every night since we arrived.

Tomorrow, the school 11) .... (take) us to the Statue of Liberty. I 12) .... (look) forward to it!

Talk soon,
Liza



3 Put the verbs in brackets into the correct *present* tense.

J: John *T: Tom*

J: Hi, Tom. You 1) look (look) upset. What's wrong?

T: Oh hi, John. Well, I 2) .... (have) problems at work lately and I 3) .... (not/know) what to do. They 4) .... (hire) a new manager recently and I 5) .... (not/think) he likes me very much. He 6) .... (always/put) extra work on my desk and 7) .... (ask) me to work on Saturdays.

J: It 8) .... (sound) to me like you are the one he 9) .... (depend) on.

T: Huh? 10) .... (you/not/be) serious, are you?

J: Yes. Actually I 11) .... (just/finish) a seminar on working relations. Basically, he 12) .... (believe) that you are qualified and responsible to take on the work.

T: Well, if that's true, I 13) .... (feel) awful.

J: It's OK. Maybe he 14) .... (train) you to become the new manager one day!

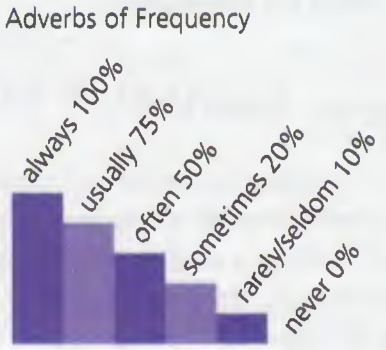
Adverbs of Frequency

Adverbs of frequency show us how often something happens. They answer the question ***How often ...?*** We often use adverbs of frequency with the present simple.

*"**How often** does Tim go to football practice?"*
*"He **always** goes on Mondays and Fridays."*

We use **adverbs of frequency**:

- before the main verb. *George **rarely** listens to classical music.*
- after the auxiliary verbs ***be***, ***have*** and ***do***, and modal verbs such as ***can***, ***will***, ***must***, etc.
  *Vicky **doesn't usually tidy** up her desk.*
  *Nicholas **is always** polite in class.*
  *We **must always** eat fruit and vegetables.*



Remember!

The adverbs ***rarely***, ***seldom*** and ***never*** have a negative meaning and they are never used with the word ***not***.
*Cathy **never swims** in winter.* (NOT: *Cathy ~~doesn't~~ never swim ...*)
*Phil **seldom goes** to school by car.* (NOT: *Phil ~~doesn't~~ seldom go ...*)

Present Perfect

We use the **present perfect** (***have*** + **past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown.
  *I **have done** all my homework. Trudy **has been** to the Alps.*
- an action which started in the past and continues up to the present, especially with stative verbs (see page 204) such as ***be***, ***have***, ***like***, ***know***, etc.
  *I **have lived** in this town for years.*
- a recently completed action.
  *Tommy **has just left**.*
- personal experiences or changes.
  ***Have** you **ever flown** in a plane?*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as ***today***, ***this morning/evening/week/month***, etc.
  *I **have written** three emails this morning.* (= the time period – this morning – is not over yet. We may write more.)

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month, etc, how long, lately, recently, still (in negations), yet, by now, etc.*

Remember!

*Jan **has gone** to the post office.* (She's on her way there or she's there now. She hasn't come back yet.)
*Paul **has been** to Australia.* (He has visited Australia, but he isn't there now. He has come back.)
*Christine **has been** in Rome for 2 years.* (She lives in Rome now.)

Present Perfect Continuous

We use the present perfect continuous (***have*** + ***been*** + **verb *-ing***):

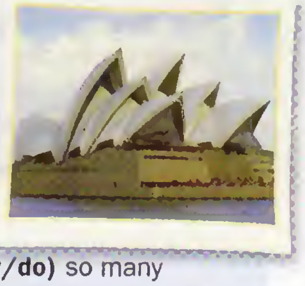
- to put emphasis on the duration of an action which started in the past and continues up to the present.
  *I **have been writing** this essay for two hours.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, but the result is visible in the present.
  *John's hair is wet. He **has been swimming** for hours.*
- to express anger, irritation or annoyance.
  *Why **has** Andrew **been using** my computer without asking me first?*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently.*

Remember!

With the verbs ***live***, ***work***, ***teach*** and ***feel*** we can use the **present perfect simple** or the **present perfect continuous** with no difference in meaning.
*Gregory **has lived**/**has been living** in the countryside for the last five years.*

4 Complete the letter. Put the verbs into the correct *present* tense.



Dear Carla,

I **1)** *'m writing* **(write)** to you from Sydney, Australia. **2)** .... **(you/ever/be)** here? I **3)** .... **(have)** a great time.

I **4)** .... **(already/do)** so many exciting things.

Right now, I am having lunch next to the Sydney Opera House, which is a beautiful white building that **5)** .... **(look)** like the sails of many ships. One of the best things in Sydney is the food. Everything I **6)** .... **(eat)** here so far is delicious. I **7)** .... **(ride)** a bike to get around the city, which is fun. I've also been spending a lot of time lying on the beaches; there are so many nice ones.

Later today I **8)** .... **(visit)** the Museum of Contemporary Art and then I'm going to Oxford Street to do a bit of shopping. Before we leave, I **9)** .... **(want)** to climb the Sydney Harbour Bridge; I've heard that it's a really great experience. I **10)** .... **(not/see)** any kangaroos or koalas yet, so I am planning to take a trip to Taronga Zoo. You have to take a ferry boat to get there!

I hope you are doing well! See you soon!

Danielle

5 Fill in the gaps with a suitable time expression: *ago*, *since*, *for*, *already*, *yet*, *how long*.

1 A: Did you know that there are more women at university than men nowadays?
B: Yes, nearly 70% of university students were male 30 years *ago*.

2 A: .... have you been living in Germany?
B: .... nearly three years.

3 A: Have you found any new information for our project?
B: I have .... looked at some sites, but haven't come across anything interesting.

4 A: You're a very talented tennis player Kate. Have you been playing long?
B: Actually, I haven't played tennis .... I left school.

5 A: This is a very beautiful place for camping!
B: Yes, and tourists haven't discovered it ...., either.

6 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Do you have any plans for this Friday?
PLANNING What *are you planning* to do this Friday?

2 Lisa never forgets to feed the cat.
ALWAYS Lisa .... feed the cat.

3 This is the most delicious meal I've ever eaten.
NEVER I .... such a delicious meal.

4 He's still writing his story.
FINISHED He .... writing his story yet.

5 Jim has an appointment with the doctor on Monday.
IS Jim .... the doctor on Monday.

6 How many times a week do you visit your grandparents?
OFTEN How .... visit your grandparents each week?

7 Terry doesn't play golf very often.
RARELY Terry .... golf.

8 I can't find my keys. Have you seen them?
AM I .... my keys. Have you seen them?

9 This cake is delicious.
TASTES This .... delicious.

10 We are enjoying ourselves a lot here in Malaga.
HAVING We .... here in Malaga.

11 She hasn't finished typing the letters yet.
STILL She .... the letters.

12 She is seriously considering studying medicine.
THINKING She .... medicine.

13 I haven't driven a jeep before.
FIRST It's the .... a jeep.

14 Emma goes to the gym every day after work.
ALWAYS Emma .... after work.

15 Mark isn't here because he is at the bank.
GONE Mark .... the bank.

2 Past Tenses

Past Simple

We use the **past simple** (**verb** + ***-ed***) for:

- an action that occurred at a definite time (stated or implied) in the past.
  *Tim **bought** a new computer game last week.*
- actions that happened immediately one after the other in the past.
  *She **put on** her coat, **opened** the door and **left** the house.*
- habits or states which are now finished.
  *When Tina was young she **played** the guitar.*
  Note: ***Used to*** can also be used instead of the past simple for habits/repeated actions in the past.
- past actions which won't take place again.
  *Walt Disney **created** many brilliant cartoons.*

For irregular forms see list of Irregular Verbs.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October, etc, three days/weeks, etc ago, in 2005, etc.*

Past Continuous

We use the **past continuous** (***was/were*** **+ main verb +** ***-ing***):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action). *While our teacher **was giving** us our homework, the bell **rang**.*
- for two or more simultaneous actions in the past. *John **was playing** the keyboard while Penny **was walking** the dog.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished.
  *I **was watching** my favourite TV programme at 9:00 last night.*
- to describe the atmosphere, setting, etc and to give background information to a story.
  *The wind **was blowing** and it **was** still **raining** when I woke up that morning.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (*-ing* form) and leaving out the subject as well as the verb ***to be***.
*He **was singing** while he **was having** a shower. = He **was singing** while **having** a shower.*

The time expressions we use with the past continuous are: *while, when, as, all day/night/morning, all day yesterday.*

Remember!

> The **past continuous** is not used for repeated actions in the past. The past simple is used instead.
> *When we were young we walked to school every day.*
> (NOT: *We ~~were walking~~ to school ...*)

Past Perfect

We use the **past perfect** (***had*** **+ past participle**) for:

- an action which happened before another past action or before a stated time in the past.
  *The film **had started** by the time we got there.*
- an action which finished in the past and whose result was visible in the past.
  *Joe **had broken** his leg, so he couldn't play football.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Past Perfect Continuous

We use the **past perfect continuous** (***had been*** **+ main verb +** ***-ing***):

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with ***for*** or ***since***. *I **had been waiting** for hours before my train arrived.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Tania felt very tired because she **had been studying** all afternoon.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc.*

Remember!

> The **past perfect** is the past equivalent of the present perfect.
> **Compare:** *He was happy. He had won the race.* (The action ***had won*** happened in the past. The result ***was happy*** was visible in the past.) *He is happy. He has won the race.* (The action ***has won*** finished in the past. The result ***is happy*** is still visible in the present.
> **Compare:** *He was tired. He **had been working** since morning.* (The action ***had been working*** lasted for some time in the past. Its result ***was tired*** was visible in the past.) *He is tired. He **has been working** since morning.* (The action ***has been working*** started in the past and lasted for some time. It may still be going on or have finished, but its result ***is tired*** is visible in the present.

Used to – Would

- *Used to* is used to talk about past habits, repeated actions or routines in the past which no longer happen. *He used to go climbing when he was young. I didn't use to eat fish, but now I do. What did you use to do when you were younger?*
- We use ***would/used to*** for repeated actions or routines in the past. We do not use ***would*** with stative verbs because they describe states and not actions. *They would/used to eat out on Sundays.* BUT *She used to have a dog.* (NOT: *She ~~would have~~ a dog.*)

1 Fill in: *used to* or *would*.

When I was 10, I 1) used to live (live) in a big house in the suburbs. My sister and I 2) .... (have) our own rooms, but sometimes we 3) .... (sleep) in the same room. There 4) .... (be) a big swimming pool in the garden. At weekends, we 5) .... (invite) friends over to swim. We 6) .... (spend) all afternoon playing football with our friends. Mum 7) .... (make) us sandwiches and lemonade. We 8) .... (go) back home only after the sun set. We 9) .... (have) a lot of fun together. Now, we're much older with families of our own and no time to play.

2 Choose the correct item.

Pro skateboarder Ryan Sheckler 1) used to start/started skating at a very early age. When he 2) was/used to be 18 months old, he 3) was finding/found his dad's old skateboard. He 4) used to ride/was riding it around the house. When he 5) used to be/ was four, he 6) did/was doing 'ollies'. Ryan 7) used to hang out/hanging out with older skateboarders and do tricks when he was just five. His moves 8) were/ were being just as good or even better than the older kids'.

At the age of seven, he 9) used to skate/was skating every day on his mini-ramp in his back garden. As soon as he 10) was being/was old enough, his mum 11) took/was taking him to skateboarding events. Between 1999 and 2002 he 12) was entering/entered many competitions and then in 2003 he 13) was turning/turned pro. Throughout his teens he 14) used to win/won many championships and medals.

3 Circle the correct item.

1 Nicole Kidman .... an Oscar in 2003.
A was winning [✓ C] won
B used to win D had won

2 A: Who .... to outside school this morning?
B: Kelly. She's the new girl in my class.
A was talking C you talked
B would you talk D were you talking

3 As she entered the room, her hands ....
A were shaking C had shaken
B had been shaking D used to shake

4 Last night I was tired because I .... for six hours.
A used to study C had been studying
B would study D am studying

5 A: Do you remember the go-kart we .... when we were ten?
B: Yes, it's in the shed and it still works.
A were building C had been building
B built D had built

6 A: I ...... they were moving.
B: They only decided two weeks ago.
A wouldn't know C didn't know
B wasn't known D didn't use to know

7 It was late. She turned off her PC, ... her bag and left the office.
A grabbed C was grabbing
B used to grab D had been grabbing

8 By the time I woke up, Sarah .... breakfast.
A was made C used to make
B made D had made

9 A: Why are you wet?
B: I was walking the dog when it .... raining.
A was starting C had started
B had been starting D started

10 We were both busy. Sam was cooking while I ....
A had cleaned C would clean
B was cleaning D had been cleaning

11 The snow .... all night and in the morning everything was white.
A was fallen C had been falling
B was falling D would fall

2 Past Tenses

4 Read the news report and fill in the gaps with the *past* forms of the verbs in brackets.

Delivery boy catches the Pizza Robber

Coincidence or trick of fate?

When Charles McManus, 30, **1)** *walked* **(walk)** into his home on the evening of 19 February, 2010, he **2)** .... **(not/expect)** to find the man he **3)** .... **(just/rob)** standing in his living room talking on the phone.
According to the victim, David Zar, he **4)** .... **(make)** a delivery for Domino's Pizza at around 10:00pm when McManus and another man **5)** .... **(approach)** him. McManus **6)** .... **(hold)** a knife and **7)** .... **(demand)** that he hand over the food, his mobile phone and the money he **8)** .... **(make)** earlier that night. They **9)** .... **(also/take)** his motorbike keys and his motorbike before they drove away.
After the first shock, David Zar **10)** .... **(walk)** as fast as he could till he **11)** .... **(see)** a house with a light. He **12)** .... **(explain)** to the lady who **13)** .... **(answer)** the door what **14)** .... **(happen)** and **15)** .... **(ask)** to use her phone to call the police. At the time, he **16)** .... **(not/know)** it, but he **17)** .... **(call)** from the McManus household after McManus's mother let him in!
Charles McManus is out on bail and awaiting trial.

5 Circle the correct item, as in the example.

1 By the time we got to the theatre, the play had started.
a First we got to the theatre. Then, the play started.
[✓ b] First the play started. Then, we got to the theatre.

2 Bob was playing football when he sprained his ankle.
a Bob sprained his ankle before he started playing football.
b Bob started playing football before he sprained his ankle.

3 Sue had been digging in the garden before she stopped for lunch.
a Sue was digging in the garden. Then, she stopped for lunch.
b Sue had lunch before she started digging in the garden.

4 Jimmy had breakfast and then went to school.
a Jimmy had breakfast at school.
b Jimmy had breakfast at home.

6 Choose the correct item.

In Search of Fresh Air

The summer heat **1)** *A* since early June. As newcomers to Greece, we had heard of the intense summer temperatures, but we had never imagined it would be so bad. Back home, in Bristol, our summers were warm and sunny, but the temperature rarely went above the mid-twenties. We had moved to Crete to enjoy the climate, but after a week of suffering, we **2)** .... that the heat **3)** .... unbearable.
That was when Tom and I decided to buy a ceiling fan. We went into the town and after hours of looking, we **4)** .... across a beautiful wooden fan which we bought on the spot. The shop assistant offered to send an electrician to install it, but my husband refused. You see, he **5)** .... for an electrician doing odd jobs when he was a student years ago, so he believed he could do it himself.
As soon as we got home, Tom **6)** .... working on the fan and I went to the kitchen to prepare dinner. I had just put the food on the table when he called me. We looked up and saw that the fan **7)** .... overhead and blowing cool air into the bedroom. We sat down to eat, but a few minutes later we heard a terrible noise. We rushed into the bedroom and saw that the fan **8)** .... onto the floor. My poor husband **9)** .... as white as a sheet.
When we **10)** .... from the shock, we picked up the pieces and Tom promised me that we could go back and get another one. We went the next day and this time we agreed to have an electrician come and install it!

1 [✓ A] had started — B start — C were starting — D use to start
2 A were realising — B had realised — C had been realising — D realised
3 A became — B had been becoming — C had become — D used to become
4 A were coming — B came — C had come — D had been coming
5 A would be working — B used to work — C would work — D was working
6 A had started — B was starting — C started — D had been starting
7 A had been working — B was working — C worked — D had worked
8 A had crashed — B was crashing — C had been crashing — D crash
9 A was going — B went — C had been going — D used to go
10 A were recovering — B had recovered — C would recover — D had been recovering

7 Complete the gaps with the correct form of the verbs in brackets. Use the *past simple*, *past continuous*, *past perfect*, *past perfect continuous* or *would*.

A pensioner's puzzle

Jack Harris is a pensioner with a passion for puzzles. In 2002 his daughter-in-law **1)** *gave* **(give)** him the biggest jigsaw she could find; it had 5,000 pieces. Jack's family had always given him a large jigsaw puzzle for Christmas each year and he and his wife **2)** .... **(work)** on it together. But his daughter-in-law's puzzle was the biggest jigsaw of all.

Jack and his wife **3)** .... **(try)** to fit together the 5,000 pieces for two years when, sadly, his wife **4)** .... **(die)** in 2004. Without her help, he **5)** .... **(continue)** the project slowly. By May 2010, Jack Harris **6)** .... **(complete)** the huge jigsaw puzzle. It **7)** .... **(take)** him over seven years to piece it together. The picture **8)** .... **(be)** of a 19th century oil painting by James Tissot called *The Return of the Prodigal Son*. However, the puzzle **9)** .... **(have)** a little hole in the middle because a piece **10)** .... **(miss)**!

Jack **11)** .... **(look)** everywhere in his house in Shepton Mallet, England for the missing piece, but he couldn't find it anywhere. His family even **12)** .... **(contact)** Falcon Games to ask for a replacement piece, but they **13)** .... **(not/have)** one. However, after hearing the story, the company's managing director **14)** .... **(instruct)** a team of designers to make a piece especially for Jack's puzzle.

A few weeks later, the little piece **15)** .... **(arrive)** and Jack was able to place it into position. Jack **16)** .... **(feel)** very satisfied, just like he had always felt after he and his wife **17)** .... **(complete)** the other jigsaw puzzles. Falcon Games were very generous and **18)** .... **(give)** Jack plenty of other puzzles to complete, so he could continue to enjoy his favourite pastime.

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Tony was playing the drums and Sandy was reading.
WHILE Sandy was reading *while Tony was playing* the drums.

2 How long has it been since you finished school?
DID When ....
.... school?

3 Jo hasn't visited me for three weeks.
WAS The last time Jo ....
.... three weeks ago.

4 It was years since Chris had been sailing.
NOT Chris ....
.... sailing for years.

5 I didn't turn off the computer until after the game had uploaded.
BEFORE I had uploaded the game ....
.... the computer.

6 He was hot and tired from digging in the garden all day.
BEEN He ....
.... in the garden all day; that's why he was hot and tired.

7 When did you move house?
AGO How ....
.... you move house?

8 She started working as soon as he left.
UNTIL She ....
.... he had left.

9 How long has it been since they moved to Italy?
DID When ....
to Italy?

10 They didn't go to bed until the film on TV had finished.
WHEN They ....
.... the film on TV finished.

11 I haven't been to the gym for a week.
WENT The last ....
.... to the gym was a week ago.

12 He has been learning Dutch for six months.
STARTED He ....
.... ago.

13 On his way home, Roger met an old friend.
WALKING Roger ....
.... he met an old friend.

14 They started cleaning after all the guests had left.
UNTIL They ....
.... all the guests had left.

3 Future Tenses

Future Simple

We use the **future simple** (*will* + **bare infinitive**) for:

- decisions made at the moment of speaking. *This is the T-shirt I want! I'll buy it.*
- predictions about the future, based on what we think, believe or imagine, using the verbs ***think***, ***believe***, ***expect***, etc; the expressions ***be sure***, ***be afraid***, etc; and the adverbs ***probably***, ***certainly***, ***perhaps***, etc. *In the future people will probably live on other planets.*
- promises, threats, warnings, requests, hopes and offers. *Will you open the window, please?*
- actions, events and situations which will definitely happen in the future and which we can't control. *I'll be 18 next week.*

Be going to

We use ***be going to*** for:

- plans, intentions or ambitions for the future. *Teresa is going to travel all around the world.*
- actions we have already decided to do. *I'm going to write to my pen-friend next week.*
- predictions when there is evidence that something will happen. *He is driving too fast. He's going to crash.*

The time expressions we use with the **future simple** and ***be going to*** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer, etc, in a week/month, etc.*

Future Continuous

We use the **future continuous** (***will be*** + **main verb** + ***-ing***):

- for actions which will be in progress at a stated future time. *This time next week, we'll be lying on the beach in Hawaii.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *Christina will be waiting for us at the theatre at six o'clock.*
- when we ask politely about someone's plans for the near future. *"Will you be going out today?" "Yes, why?" "Can you take this letter to the post office, please?"*

Future Perfect

We use the **future perfect** (***will have*** + **past participle**) for actions that will have finished before a stated time in the future. *By June we will have finished this English course.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till* (only in negative sentences).

Remember!

Will can be used to express a situation we are confident about in the present or the past. *"Someone's at the door." "Yes, that'll be my brother."* (simple future) *"It's seven o'clock. Their plane will have landed by now."* (future perfect)

Future Perfect Continuous

We use the **future perfect continuous** (***will have been*** + **main verb** + ***-ing***) to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: ***by ... for***. *By the end of the month, Fiona will have been working here for two years.*

Time clauses when talking about the future:
When we use words and expressions such as ***while***, ***before***, ***after***, ***until/till***, ***as***, ***when***, ***whenever***, ***once***, ***as soon as***, ***as long as***, ***by the time***, etc to introduce time clauses, we use the **present simple** or **present perfect**, **NOT future forms**. *We will have prepared dinner before the guests arrive.* (NOT: ... ~~before the guests will arrive~~.)
We also use the **present simple** and **present perfect**, **NOT future forms**, after words and expressions such as ***unless***, ***if***, ***suppose/supposing***, ***in case***, etc. *Take an umbrella with you in case it rains.* (NOT: ... ~~in case it will rain~~.)

Remember!

- We use **future forms** with:
  - ***when*** when it is used as a question word. *When will we leave?* (Compare: *She'll meet us in town when she finishes work.* (time word)
  - ***if/whether*** after expressions which show uncertainty/ ignorance etc, such as ***I don't know***, ***I doubt***, ***I wonder***, ***I'm not sure***, etc. *I doubt whether I will get the job.*
- We use the **present simple** to refer to timetables/programmes. *The plane leaves at 7:00.*
- We use the **present continuous** for fixed arrangements in the near future. *I'm having a party at the weekend.*

Will/Won't – Shall

We use:

- ***Will you ...?*** to give an order or make a request. *Will you help me, please? (= Please help me.)*
- ***won't*** to express unwillingness or an emphatic refusal, even when the subject is not a person. *Tony won't listen to my advice.(= He refuses to listen.) My computer won't start.*
  We use ***wouldn't*** to refer to the past. *I asked my brother to help me with my homework but he wouldn't. (= He was unwilling to help me.)*
- ***Shall I/we ...?***
  a) to make an offer (instead of ***will***). *Shall I do the washing-up? (= Do you want me to do the washing-up?)*
  b) to make a suggestion (instead of ***will***). *Shall we go skiing this weekend? (= Why don't we go skiing this weekend?)*
  c) to ask for suggestions or instructions.
  "Where shall I put your books?" "On my desk."
  "What shall we do tonight?" "We could go to a restaurant."

Future Tenses 3

1 Match column A to column B, as in the example.

1 *D* Jane **is going to be** a photographer.
2 ☐ I'm sure Larry **will call** us before the night is over.
3 ☐ He **will be** thirty soon.
4 ☐ By the end of June, we **will have been living** in this house for 20 years.
5 ☐ Will you **be going** to the supermarket today? Can I come with you?
6 ☐ It's too loud. I**'ll turn** it down.
7 ☐ This time tomorrow, she **will be sitting** her exams.
8 ☐ Patty **will have completed** her course by the end of this year.
9 ☐ The ship **sails** at 10 o'clock.
10 ☐ We**'re having** a dinner for friends this weekend.

A for an action which will be in progress at a stated future time
B for timetables/programmes
C for actions/events/situations which will definitely happen in the future and which we cannot control
D for plans, intentions or ambitions we have for the future
E when we ask politely about somebody's plans for the near future (what we want to know is if our wishes fit in with their plans)
F to emphasise the duration of an action up to a certain time in the future
G for fixed arrangements in the near future
H for an action which will have been completed by a certain time in the future
I for predictions about the future usually with the verbs *think*, *believe*, *expect*, etc; the expressions *be sure*, *be afraid*, etc; and the adverbs *probably*, *perhaps*, *certainly*, etc
J for on-the-spot decisions

2 Choose the correct item.

1 I **am taking/take** the 4 o'clock train to Bristol tomorrow.
2 This time tomorrow, I **will be hiking/will hike** in the Lake District.
3 Jeff **will have thought/thinks** of a solution by the time we see him.
4 They can't say exactly when, but they **will have been finishing/will have finished** the job by Thursday.
5 By August, they **are working/will have been working** on the new road for two years.
6 Liam **won't have been writing/won't have written** his report until after lunch.
7 Chris thinks she **will be earning/will have earned** more money soon.
8 **Do you go/Will you be going** to the supermarket later? Could you pick up some rice for dinner, please?
9 Beth and I **watch/will be watching** a film this evening.
10 We**'re having/have** a party at the weekend. Come along!
11 I wonder if he **will talk/talks** to me again.
12 The football match **starts/will be starting** at 10 o'clock.

3 Write a word or short phrase in each gap.

This June, I'll **1)** *be* finishing my studies in college. By the time I'm ready to go back home, I'll **2)** .... living here in Toronto for 5 years. I can't wait to come back to all the comforts of home again, but I'm sure I **3)** .... miss college life a lot. As soon as I return home, my friends **4)** .... probably throw a party for me. I **5)** .... looking forward to it.

4 Complete the exchanges with the correct form of the verbs in brackets to express the future.

1 A: Can you come skating this evening?
B: Unfortunately not. I *will be working* (work) until 10 o'clock tonight.
2 A: Have you finished all the arrangements?
B: Not yet, but I .... (finish) everything by the weekend.
3 A: How long have they been living in Italy?
B: By the end of this year, they .... (live) there for exactly ten years.
4 A: Karl is really late. Maybe he missed the train.
B: Oh no! By the time he .... (arrive), the film .... (start).
5 A: Hurry up, Sue! We'll miss the flight!
B: Don't worry. The plane .... (leave) in three hours.
6 A: Now that you have a job in Manchester, ... (you/move) there?
B: Of course! I .... (start) looking for a flat immediately.

3 Future Tenses

5 Circle the correct item.

1 A: Why are you peeling so many apples?
B: I ...... an apple pie.
A going to make C 'll have made
[✓ B 'm going to make] D make

2 A: I can't open this jar!
B: I ...... it.
A 'm going to do C 'll be doing
B 'll have been doing D 'll do

3 A: Do you think we ...... all these leaflets by 5 o'clock today?
B: I hope so.
A will be delivering
B will have delivered
C will have been delivering
D are delivering

4 A: What are you doing tonight?
B: I think I ...... a DVD.
A am renting C 'll have rent
B 'll rent D going to rent

5 A: Do you want to join us for dinner tonight?
B: I can't. I ...... my nephew.
A will have babysat C am babysitting
B going to babysit D babysit

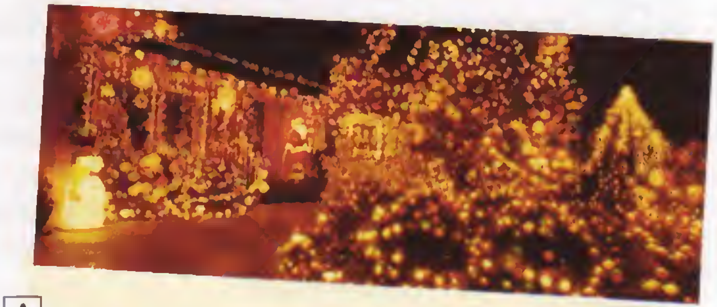
6 A: You'll miss the train unless you leave now.
B: Don't worry. It ...... every 20 minutes. I have plenty of time.
A will be coming C is going to come
B will have come D comes

7 A: Will you visit your aunt while you ...... there?
B: Yes, I think I'll have time to drop by.
A will have been C will be
B are to be D are

8 A: Any plans for the weekend?
B: Yes. I ...... bungee jumping with my friends.
A am going C will have gone
B will have been going D go

9 A: Has Isabella left?
B: No. She ...... until late this afternoon.
A is going to leave
B isn't leaving
C won't have been leaving
D will leave

6 Complete the gaps using the appropriate *future* form of the verbs in brackets.



A 1) Are you looking **(you/look)** for an exciting way to spend the holidays? The city of Bath **2)** .... **(hold)** its Christmas Market between 25 November and 12 December. The organisers **3)** .... **(transform)** the city into a Christmas shopper's paradise by then. 129 traditional wooden chalets full of unique gift ideas **4)** .... **(line)** the streets. Along with our carol singers and children's entertainers there **5)** .... **(be)** three performance stages set up around the market to add to the festive atmosphere.

B This year we **1)** .... **(have)** the Friendly-Community workshop at the Sheraton Hotel from 20 to 22 November. We hope that all participants **2)** .... **(register)** to attend before 5 November. For a change this year, fees **3)** .... **(include)** all workshops and meals. When you **4)** .... **(visit)** our registration site online, you **5)** .... **(have)** the opportunity to choose how you want to pay. Once you have completed your form and clicked on submit, you **6)** .... **(receive)** an email to confirm your registration.

C Heale's one-day sale **1)** .... **(begin)** this Friday. Our doors **2)** .... **(open)** at 8 am sharp and close at 10 pm. To avoid any confusion, we **3)** .... **(have)** extra staff on call to assist you in every department. You **4)** .... **(be able to)** find great bargains on items ranging from kitchenware to our stylish modern furniture. We **5)** .... **(also/announce)** great giveaways throughout the day, so stick around. We are sure that you **6)** .... **(find)** what you are looking for.

7 Choose the correct item.

Dear Sally,

You won't believe where I **1)** D *next month. This time next month I* **2)** .... *to southern California for a one-month student exchange trip. By the time I get to California, I* **3)** .... *for 11 hours, but I have a feeling I* **4)** .... *bored on the plane with all the great films they show.*

I **5)** .... *forward to meeting my host family. I* **6)** .... *at their home in Sherman Oaks which is not far from the beach. So, I* **7)** .... *my afternoons either swimming, snorkelling or surfing. The boys go to a nearby state school, which I* **8)** .... *during my time there. By the end of the month, I* **9)** .... *many of their theme parks, museums and aqua parks. I* **10)** .... *on visiting Disneyland and Universal Studios.*

Anyway, I certainly don't know what it'll be like until I get there. So, I promise to write to you then.

Bye for now,

Ann

1 A go / B will have gone / C will have been going / [✓ D] am going
2 A will fly / B will have flown / C will be flying / D will have
3 A will travel / B will have been travelling / C will be travelling / D will be
4 A won't be / B won't have been / C am not being / D am not
5 A will look / B will have been looking / C am looking / D going to look
6 A will be staying / B will have stayed / C going to stay / D stay
7 A spend / B will have spent / C will be spending / D going to spend
8 A attend / B will have attended / C will be attending / D will have been
9 A will have been visiting / B visit / C will have visited / D am visiting
10 A will also plan / B will also have planned / C also going to plan / D am also planning

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Jake has arranged to go to the cinema tonight.
GOING Jake *is going to the cinema* tonight.

2 Victoria plans to be away from school tomorrow.
NOT Victoria .... at school tomorrow.

3 She promises to visit her friends on Saturday.
WILL She promises .... friends on Saturday.

4 The Browns plan to have a barbecue on Sunday.
GOING The Browns .... a barbecue on Sunday.

5 She refuses to lend me her CD player.
NOT She says she .... me her CD player.

6 I promise I will be on time for the meeting tomorrow.
NOT I promise I .... late for the meeting tomorrow.

7 The horse race takes place tomorrow.
IS The horse race .... place tomorrow.

8 My Maths exam starts at 9 o'clock tomorrow morning.
TAKING At 9:30 tomorrow morning, ... my Maths exam.

9 I'll finish doing my homework and then I'll watch TV.
SOON I'll watch TV .... doing my homework.

10 I'll post the letters before lunchtime.
HAVE By lunchtime, ... the letters.

11 She'll start doing the housework when her son leaves for school.
AS She'll start doing the housework as .... for school.

12 My intention is to study Art in Florence.
AM I .... Art in Florence.

13 They expect him to finish the project within a week.
WILL They expect that he .... within a week.

14 Tony plans to graduate next year.
GOING Tony .... next year.

4 Infinitive/*-ing* form

The **infinitive** is the basic form of all verbs. There are two types of infinitives:
a) ***to* infinitive** (infinitive with *to*). *She wants to become a scientist.*
b) **bare infinitive** (infinitive without *to*). *She'll study Chemistry.*

The *-ing* form is the form of the verb that ends in *-ing*. *walking, driving, helping*

Tenses of the Infinitive

The infinitive has four tenses in the active and two in the passive.

	Active Voice	Passive Voice
Present	(to) play	(to) be played
Present Continuous	(to) be playing	
Perfect	(to) have played	(to) have been played
Perfect Continuous	(to) have been playing	

Active

- The **present infinitive** refers to the present or future. *I hope **to see** you tomorrow.*
- The **present continuous infinitive** expresses an action happening now.
  *He appears **to be suffering** from a cold.*
- The **perfect infinitive** is used to show that the action of the **infinitive** happened before the action of the verb. It is used with verbs such as: ***seem***, ***appear***, ***believe***, ***know***, ***claim***, ***expect*** and **modal verbs.**
  *He claims **to have won** the lottery.*
- The **perfect continuous infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. *She seems **to have been working** very hard. All the work is finished.*

Passive

- present infinitive: (**to**) ***be*** + past participle *Ian hopes **to be chosen** for class president.*
- perfect infinitive: (**to**) **have been** + past participle *Sue appears **to have been seen** breaking into the house.*

Forms of the Infinitive corresponding to verb tenses

- **Present Simple/Future Simple ➡ Present Infinitive**
  he works/he will work ➡ (to) work
- **Present Continuous/Future Continuous ➡ Present Continuous Infinitive**
  he is working/he will be working ➡ (to) be working
- **Past Simple/Present Perfect/Past Perfect/Future Perfect ➡ Perfect Infinitive**
  he worked/he has worked/he had worked/he will have worked ➡ (to) have worked
- **Past Cont./Present Perfect Cont./Past Perfect Cont./Future Perfect Cont. ➡ Perfect Cont. Infinitive**
  he was working/he has been working/he had been working/he will have been working ➡ (to) have been working

Tenses of the *-ing* form

	Active Voice	Passive Voice
Present	playing	being played
Present Continuous		
Perfect	having played	having been played
Perfect Continuous		

The **simple *-ing*** form refers to the present or future.
Stealing is wrong.
The **perfect *-ing*** form shows that the action of the *-ing* form happened before the action of the verb.
*He admitted **having lied** to his wife.*
We can use the **simple *-ing*** form instead of the **perfect *-ing*** form with no difference in meaning.
*He denied **having stolen/stealing** the important documents.*

Infinitive/-ing form 4

Infinitive

The *to* **infinitive** is used:

- to express purpose.
  *She went to the butcher's **to buy** some chicken.*
- after certain verbs (***agree, appear, decide, expect, hope, plan, promise, refuse***, etc).
  *They've **decided to recycle** the litter.*
- after ***would like, would prefer, would love***, etc to express a specific preference.
  *I **would love to go** out for dinner with you Ted.*
- after adjectives which describe **feelings/emotions** (***happy, sad, glad***, etc); express **willingness/ unwillingness** (***willing, eager, reluctant***, etc); refer to a **person's character** (***clever, kind***, etc) and the adjectives ***lucky*** and ***fortunate***.
  *I was **glad to be** home. He's **eager to help** us. She's **fortunate to have found** a new job.*
  Note: With adjectives that refer to character we can also use an impersonal structure.
  *It **was kind of you to invite** us for lunch.*
- after ***too/enough***.
  *It was **too noisy to work**. She's not **fit enough to run** the marathon.*
- to talk about an unexpected event, usually with ***only***.
  *He arrived at the office **only to find** that it was closed.*
- with ***it*** + ***be*** + **adjective/noun**. *It **was difficult to explain** the problem.*
- after ***be*** + ***first/second/next/last*** etc.
  *She **was the last person to leave** the classroom.*
- after verbs and expressions such as ***ask, learn, explain, decide, find out, want, want to know***, etc, when they are followed by a question word.
  *John didn't **explain how to install** the program.*
  Note: ***why*** is followed by **subject + verb**, NOT an infinitive. *I wonder **why Fred left** the company.*
- in the expressions ***to tell you the truth, to be honest, to sum up, to begin with***, etc.
  ***To tell you the truth**, I didn't agree with the proposal.*

The **infinitive without *to*** is used:

- after modal verbs. *Bill **can repair** the bicycle.*
- after the verbs ***let, make, see, hear*** and ***feel***.
  *They **made** me **work** on Saturday.*
  BUT we use the ***to* infinitive** after ***be made, be heard, be seen***, etc. (passive form). *He **was made to work** on Saturday.*
  Note: When ***see, hear*** and ***watch*** are followed by an ***-ing* form**, there is no change in the passive.
  *Mark **saw** me **hiding** the surprise birthday present.*
  *I **was seen hiding** the surprise birthday present.*
- after ***had better*** and ***would rather***.
  *You **had better take** notes during the lecture.*
- in the expressions ***used to*** and ***be supposed to***.
  *When I was younger, I **used to fight** with my brother.*

-ing form

The ***-ing* form** is used:

- as a noun. ***Eating** chocolate isn't good for your teeth.*
- after certain verbs: ***admit, appreciate, avoid, continue, deny, fancy, go*** (for activities), ***imagine, mind, miss, quit, save, suggest, practise, consider, prevent***.
  *Leo **suggested walking** in the park.*
- after ***love, like, enjoy, prefer, dislike, hate*** to express general preference. *Christine **loves making** crafts.*
  BUT for a specific preference (***would like/would prefer/would love***) we use a ***to* infinitive**. *She'd **love to go** to a peaceful holiday resort.*
- after expressions such as ***be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble***, etc. ***There's no point in complaining** when we have no other choice.*
- after ***spend, waste*** or ***lose*** (***time, money***, etc).
  *Joseph **spends** all his free time **drawing**.*
- after the preposition ***to*** with verbs and expressions such as ***look forward to, be/get used to, in addition to, object to, prefer*** (***doing*** sth ***to*** sth else).
  *Harry is **looking forward to spending** the weekend in the mountains.*
- after other **prepositions**.
  *She is **interested in acting** at the theatre.*
- after the verbs ***hear, listen to, notice, see, watch*** and ***feel*** to describe an incomplete action.
  *I **watched** them **rehearsing** for the play.*
  (I only watched part of the rehearsal.)
  BUT we use the **infinitive without *to*** with ***hear, listen to, notice, see, watch*** and ***feel*** to describe the complete action. *I **watched** them **rehearse** for the play.*
  (I watched the whole rehearsal.)

Remember!

- ***Help*** can be followed by either the ***to* infinitive** or the **infinitive without *to***.
  *They **helped** me **(to) write** the invitations.*
- If two ***to* infinitives** are linked by ***and*** or ***or***, the ***to*** of the second **infinitive** can be omitted.
  *I would prefer **to stay** at home **and revise** for my test.*
- If a verb is followed by a preposition, the preposition will appear at the end of the sentence.
  *I used a fountain pen **to write** my article **with**.*
- We can use **to** in order to avoid repeating a verb clause.
  *I've never eaten sushi, but I'd love **to**.*

4 Infinitive/*-ing* form

The **subject of the infinitive:**

- is omitted when it is the same as the subject of the main verb. *They want to go to New Zealand.* (The subject of the main verb (*want*) and the infinitive (*go*) is the same (*they*).)
- is **not** omitted when it is different from the subject of the main verb. The **subject of the infinitive** comes before the infinitive and can be an **object pronoun** (*me, you, them*, etc), a **name** (*Cathy*) or a **noun** (*the man*). *He wants **her to clean up** the mess.* (The subject of the main verb (*want*) is *he*, whereas the subject of the infinitive (*clean up*) is *her*.)

The **subject of the *-ing* form** can be an **object pronoun**, a **possessive adjective**, a **name** or a **possessive case** when it is different from the subject of the main verb. *I remember **him/his/Sam/Sam's** graduating from medical school.*

Verbs taking either the *to* infinitive or the *-ing* form with a change of meaning

- ***forget*** + ***to*** **infinitive** = (not) remember – *He **forgot to lock** his car.*
  forget + ***-ing*** **form** = not recall – *She'll **never forget meeting** the President.*
- ***remember*** + ***to*** **infinitive** = not forget – *I hope you **remember to bring** your tennis racquet with you.*
  remember + ***-ing*** **form** = recall – *I **remember telling** you about the accident last night.*
- ***mean*** + ***to*** **infinitive** = intend to – *I **meant to call** Pete last night, but I forgot.*
  mean + ***-ing*** **form** = involve – *My new job will **mean travelling** abroad every month.*
- ***regret*** + ***to*** **infinitive** = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*) *We **regret to inform** you that your flight has been delayed.*
  regret + ***-ing*** **form** = feel sorry about – *I **regret not going** to university.*
- ***try*** + ***to*** **infinitive** = do one's best, attempt – *He must **try to organise** his time.*
  try + ***-ing*** **form** = do something as an experiment – *You should **try taking** some vitamins.*
- ***stop*** + ***to*** **infinitive** = stop briefly to do something else – *He **stopped to buy** some batteries for his MP4 player.*
  stop + ***-ing*** **form** = finish, give up – *We must **stop wasting** our earth's natural resources.*

1 Put the verbs in brackets into the correct form of the *infinitive*.

1 A: Have you talked to them?
B: No. They refuse *to talk* **(talk)** about it.

2 A: Do you like London?
B: Yes, we are happy .... **(live)** here.

3 A: Have you finished the report?
B: Not yet. Mr James expects it .... **(finish)** by Friday.

4 A: You will miss him, won't you?
B: Yes, but he promised .... **(write)** every day.

5 A: You must .... **(wait)** a long time. I'm so sorry I'm late!
B: Don't worry. I read the newspaper while I was waiting.

6 A: Have you heard from your cousins?
B: Yes. They seem .... **(have)** a good time in Jamaica at the moment.

7 A: I'm glad .... **(see)** you.
B: It's been a long time, hasn't it?

8 A: Wow, that was an amazing performance!
B: Yes. The audience seemed .... **(enjoy)** it immensely!

9 A: The air conditioner is working again.
B: Yes, it appears .... **(fix)**.

10 A: Is Peter still painting the house?
B: No. He seemed .... **(finish)** the work when I

2 Rephrase the following sentences, as in the example.

1 You must finish all the exercises.
I want *you to finish all the exercises*.

2 We mustn't make a lot of noise.
They don't want ....

3 Sam has to wash the dishes.
Mary wants ....

4 It shouldn't be too close to the fire.
We don't want ....
....

5 The students must put all the books back on the shelf.
Mr Brown wants ....
....

6 Dad has to paint the house.
Mum wants ....
....

7 Harry performed in the school play.
I will always remember that.
I will always remember ....
....

8 It's my turn to do the washing-up.
Mum insists.
Mum insists on ....
....

3 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

1 There used to *be* **(be)** a huge wall that divided East and West Berlin.
2 Please remind Peter .... **(give)** back my dictionary.
3 As soon as I have finished .... **(type)** up my essay, you can use the computer.
4 Do you feel like .... **(invite)** a couple of friends for dinner?
5 Nick refused .... **(work)** on Sundays.
6 They aren't used to .... **(walk)** long distances, so they're very tired.
7 I am not interested in .... **(watch)** films with violence.
8 My doctor strongly advised me .... **(take up)** exercising.
9 My mum makes me .... **(tidy)** my room every weekend.
10 It took me several weeks to get used to .... **(drive)** on the left side of the road.
11 We were pleased .... **(see)** our friends after the summer holidays.
12 Are you getting used to .... **(work)** shifts?
13 Let me .... **(do)** the exercise by myself now, Todd.
14 I feel strange having my own room because I used to .... **(share)** a room with my sister.

4 Choose the correct item.

1 We forgot **to pack/packing** a blanket to sit on at the picnic.
2 Paul will never forget **meeting/to meet** his aunt for the first time.
3 We regret **informing/to inform** you that you have failed your exams.
4 Pam regrets **moving/to move** to the countryside.
5 Sorry, I didn't mean **to upset/upsetting** you.
6 I won't apply for the job if it means **working/to work** at the weekend.
7 Why don't you try **to take/taking** some vitamins?
8 He tried **to climb/climbing** the mountain, but it was impossible because of the weather conditions.
9 Let's stop **eating/to eat** something. I'm hungry.
10 We must stop **polluting/to pollute** the environment.
11 Did you remember **to pay/paying** the bills?
12 I remember **to tell/telling** him to turn off the lights.

5 Choose the correct item.

1 Our company is fortunate ...... some of the best employees on staff.
A having
B have
[✓ C] to have
D to have had

2 He worked all day without ...... for a lunch break.
A stopping
B to stop
C stop
D to be stopping

3 She admitted to ...... the money.
A steal
B be stealing
C have stolen
D having stolen

4 A: Hey, what happened to Carroll?
B: OK. I'll tell you as long as you promise ...... it a secret.
A keeping
B to keep
C to be keeping
D keep

5 A: What are your plans once you finish school?
B: Well, first I'd like ...... through Europe for maybe a month or two.
A travelling
B to travel
C travel
D to have travelled

6 Megan would rather ...... on a beach now instead of having to type letters.
A lying
B to lie
C to have lied
D be lying

7 A: Would you like to go to the cinema with me tonight?
B: Actually, I'd rather ...... at home. I don't feel well.
A to stay
B have stayed
C staying
D stay

8 A: How did the job interview go?
B: It went well. I'm hoping ...... from them soon.
A hearing
B to hear
C having heard
D hear

9 In addition to ...... a new gym, the company plans to expand the canteen as well.
A building
B to build
C have built
D build

10 A: I can't go to the pool today, Ann. I feel so tired.
B: Take some rest then. I don't mind ...... on my own.
A go
B to be going
C to have gone
D going

11 Sharon appears ...... on her essay for hours.
A working
B to work
C to have been working
D work

4 Infinitive/*-ing* form

6 Choose the correct item.

Polar bears appear **1)** C from brown bears over 200,000 years ago. During a cooling period, they were slowly surrounded by ice only **2)** .... themselves trapped in the cold north. As it wasn't easy **3)** .... in their new frozen environment, they went through a quick evolution. **4)** .... with, they developed white-yellow fur that made them **5)** .... into the landscape. They also grew catlike claws **6)** .... catch their prey in the water. Polar bears can **7)** .... long distances **8)** .... food. However, as sea ice melts because of global warming, it is becoming difficult for them **9)** .... around. They now have to spend more time **10)** .... for food and sometimes they even **11)** .... into contact with humans as they do so. Scientists expect **12)** .... more of this happening. They also predict that the polar bear is unlikely **13)** .... extinction if this continues.

1 A evolving [✓ C] to have evolved
B to evolve D evolve

2 A finding C to finding
B to find D find

3 A surviving C to survive
B to be surviving D survive

4 A To begin C To be beginning
B Beginning D Begin

5 A blending C to be blending
B to blend D blend

6 A being able to C to have been able to
B to be able to D be able to

7 A travelling C to be travelling
B to travel D travel

8 A finding C to find
B to have found D find

9 A moving C to have moved
B to move D move

10 A searching C to have searched
B to search D search

11 A coming C to be coming
B to come D come

12 A seeing C to have seen
B to see D see

13 A to avoid C to have avoided
B avoiding D avoid

Too/Enough

- *Too* has a negative meaning and shows that something is more than enough or necessary. It appears before adjectives or adverbs and is followed by a full infinitive. *This exercise is **too** difficult for the students **to solve**.* (NOT: ... *to solve ~~it~~*.)
- *Enough* has a positive meaning and shows that there is as much of something as is wanted or needed. It appears before nouns but after adjectives or adverbs and is followed by a full infinitive. *There are **enough** leaflets **to give out** to everyone. She is experienced **enough** **to lead** the group.*

Remember!

Enough also appears in negative sentences to show that more of something is wanted or needed.
*I don't have **enough** apples to make an apple pie.*
(= I need more apples.)
It is never used before an adjective. Instead we use *quite* or *fairly*. *She's **quite** active.*

7 Answer the questions using *too* or *enough*, as in the example.

1 Are you going to buy the latest smartphone? **(money)**
Yes, *I've got enough money to buy it.*
2 Did you read the whole article? **(long)**
No, ...
3 Can she become a model? **(tall)**
Yes, ...
4 Did you like the oriental dish? **(spicy)**
No, ...
5 Can Timothy stay out late? **(old)**
Yes, ...
6 Do you think he can win the song competition? **(talented)**
Yes, ...
7 Can Meagan reach the top shelf? **(short)**
No, ...
8 Do you think we can solve the Physics problem? **(clever)**
Yes, ...
9 Can Jimmy drive? **(young)**
No, ...
10 Can they go sailing? **(windy)**
Yes, ...
11 Are you going for a walk in the park today? **(cold)**
No, ...
12 Do you think he can win the race? **(fast)**
Yes, ...

8 Fill in the gaps using the adjectives in brackets and *too* or *enough*.

Dear Sir / Madam,

I am writing to complain about the service I received at your Southampton shop on May 18th.

Firstly, your sales assistants were chatting and I had to wait **1)** *too long* **(long)** to get served. Moreover, they were very rude. Not only did they rush me to decide on a jumper that was **2)** .... **(tight)** for my liking, but they talked back to me. They said that the jumper was **3)** .... **(large)** and that they didn't have **4)** .... **(time)** to go into the backroom to look for something slightly bigger.

To make things worse, it was **5)** .... **(noisy)** in the shop. The music was turned up far **6)** .... **(loud)**. I could hardly think.

As you can imagine, I am still very upset. I expect a full refund as well as an explanation for the bad service I received.

Yours faithfully,

Laura Daniels

Participles

- **Present participles (verb + *-ing*)** describe what someone or something is. *It was an **exciting** story.* (How was the story? Exciting.)
- **Past participles** describe how somebody feels. *The children are **excited** about our trip to Disneyland.* (How do they feel? Excited.)

Remember!

The participle and the rest of the sentence must refer to the same subject. *While playing a game on my computer, I heard a loud knock at the door.* (NOT: ~~*While playing a game on my computer, a loud knock was heard at the door.*~~)

9 Fill in the correct participle.

L: Laura H: Henry

L: You must be so **1)** *thrilled* **(thrill)**! Studying at Humboldt University is such a great opportunity! And Berlin is such an **2)** .... **(interest)** city.

H: True and there are so many **3)** .... **(entertain)** things to do! Berlin has **4)** .... **(excite)** festivals and great nightlife. I'm sure I won't be **5)** .... **(bore)**.

L: Henry. I'm starting to get a bit **6)** .... **(worry)**. Don't forget the reason you're going there - to study.

H: Of course! But that doesn't mean I can't have an **7)** .... **(amaze)** time too!

10 Choose the correct item.

1 Amanda stopped **to talk/talking** to Joe when she met him at the bus stop.
2 Everyone in the class is looking forward **to go/to going** on the excursion.
3 The car needs **to service/to be serviced** on Monday.
4 I was not strong enough **lift/to lift** the filing cabinet on my own.
5 Harry found the students' silly behaviour **annoyed/annoying**.
6 Mary was **surprised/surprising** that she won the competition.
7 We thanked our neighbour for **water/watering** our plants.
8 John pretended **to not hear/not to have heard** what I said.
9 I am too tired **to take/taking** the dog for a walk. Could you do it for me, John?

11 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Could you open the window please?
MIND Would you *mind opening the window*, please?
2 I had difficulty finding the address.
DIFFICULT I found ....
.... the address.
3 It's a pity we didn't book earlier.
REGRET We ....
.... earlier.
4 It was so noisy that I couldn't sleep.
TOO It was ....
.... sleep.
5 It was a boring lecture.
BY The students ....
.... the lecture.
6 It's no use talking to Greg. He won't change his mind.
POINT There's ....
Greg. He won't change his mind.
7 Walking to school takes her half an hour.
TO It takes her ....
.... to school.
8 He'd rather play tennis than do athletics.
PLAYING He prefers ....
.... athletics.
9 They can't wait to move to a bigger house.
FORWARD They are looking ....
.... a bigger house.

5 Modals

Use	Present / Future	Past
ability / lack of ability	*He **can/can't** draw.* (He's able to/He isn't able to…) *She **is able to** work quickly.* *They **can't** ski very well.*	*She **could/was able to** draw when she was three.* (past repeated action – ability in the past) *She **was able to** finish her Science project.* (managed to do – past single action) *He **couldn't/wasn't able to** read when he was two.* (past repeated action) *They **couldn't/weren't able to** solve the mystery.* (past single action)
possibility	*She **can** find the solution to the problem.* (90% certain; it's very possible) *It **could** be serious.* (50% certain; it's possible) *He **may** be ill.* (50% certain; it's possible that he's ill) *We **might** need some help.* (40% certain; perhaps we need some help) *It **is likely** that Mike will pass the exam.* (It's possible) *Mike **is likely** to pass the exam.* (Mike will possibly pass)	—— *He **could have** lost his job.* (thankfully he didn't) *They **may have** gone on holiday.* (perhaps they did) *We **might have** needed to ask for help.* (perhaps we needed to) *It **was likely** that Mike would pass the exam.* (There was a possibility) *Mike **was likely** to pass the exam.* (It was possible but we don't know if he passed)
probability	*Robert **should** be home soon.* (90% certain; future only; it's probable) *They **ought to** win the Champion's League.* (90% certain; they will probably win)	*He **should have** finished the report by now.* (He has probably finished) *They **ought to have** sent the parcel by now.* (They have probably sent it by now)
logical assumption	*He **must** be rich.* (90% certain – I'm sure he is rich) *They **can't** be tired. They've just woken up.* (negative; I'm sure they aren't tired) *She **couldn't** possibly be a pilot. She can't fly a plane.* (negative; I'm sure she isn't a pilot)	*He **must have** broken his leg.* (positive; I'm sure he has broken his leg) *You **can't have** lost your book. It's in your bag.* (negative; I'm sure you haven't lost it) *It **couldn't have** been David you saw. He's in Brazil.* (negative; I'm sure it wasn't him)
permission	*We **can/are allowed to** use a dictionary in class.* (informal; general permission) *You **can't/are not allowed to** bring mobile phones into class.* (informal; refusing permission) *Could I open the window, please?* (polite; asking for permission; Would it be OK if I opened …?) *Might I play the lead role?* (more formal; asking for permission – Could I …?) *You **may** take a seat.* (formal; giving permission; You are allowed to) *I'm afraid you **can't/mustn't** write in pencil.* (informal; refusing permission – You aren't allowed to) *Visitors **may not** touch the exhibits.* (formal; refusing permission – It's forbidden – written notice)	*We **could/were allowed to** carry one item of luggage on the plane.* (general permission) *She **was allowed to** go camping in the forest.* (permission for one particular action; NOT: *She ~~could go~~ …*) *We **couldn't/weren't allowed to** leave school without permission.* (no difference in meaning) —— —— —— —— ——

Use	Present / Future	Past
necessity	*I **must** leave now. It's late.* (I'm obliged to, I say so) *Philip **has to** hand in his assignment tomorrow.* (necessity coming from outside the speaker; he's obliged to) *Tracy **has got to** train harder. She's unfit.* (informal; needs to) *My bedroom **needs painting/needs to be painted**.* (it's necessary) *You **don't have to/don't need to/needn't** pay; it's free.* (it isn't necessary – absence of necessity)	—— *I **had to** pay my school fees.* (I was obliged to) *Sue **had to** lock the windows before she left.* (She needed to) *My bedroom **needed painting/to be painted**.* (it was necessary) *He **didn't have to/didn't need to** pay; it was free.* (it wasn't necessary for him to pay and he didn't – absence of necessity) *He **needn't have brought** his laptop with him after all.* (it wasn't necessary for him to bring his laptop, but he did)
advice	*You **should/ought to** stay in bed; you're ill.* (general advice; I advise you) *You **had better** tidy up your bedroom.* (advice on a specific situation; it is a good idea) ***Shall** I apply for the job? What do you think?* (asking for advice; Is it OK if ...?)	*You **should have/ought to have stayed** in bed.* (but you didn't) *It **would have been better** if you hadn't got angry.* (but you did) ***Should I have applied** for the job?*
criticism	*She **could at least** let us know.* (it is the right thing to do) *She **should** be more friendly.* (but she isn't) *You really **ought to** be more sensitive* (it's the right thing to do)	*She **could at least have apologised** to us.* (but she didn't) *She **should have been** more friendly.* (but she wasn't) *You really **ought to have been** more sensitive.* (it was the right thing to do, but you didn't do it)
obligation/ duty	*You **must** pay a membership fee to join the club.* (it's the law) *We **ought to** support a charity.* (it's the right thing to do, but we don't always do it)	*He **had to** have a passport to travel abroad.* *They **ought to have been** more helpful.* (it was the right thing to do, but they didn't do it)
requests	***Can** I use your computer, please?* (informal – Is it OK ...?) ***Could** I have some paper, please?* (polite – Would it be OK if I used ...?) ***May** I see you in private?* (formal – Could I ...?) ***Might** I see you in private?* (very formal – Is it possible that ...?) ***Will** you help with the cleaning up later?* (very friendly) (Can you ...?) ***Would you mind** waiting outside?* (polite) (Could you ...?)	—— —— —— —— —— ——
offers	***Can** I/we explain this to you?* (informal) ***Shall** I/we explain this to you?* (informal) ***Would you like me** to carry these bags for you?*	—— —— ——
suggestions	***Shall** we go to the cinema tonight?* (Let's ...) *I/We **can** revise for the test on Monday, if you like.* *I/We **could** go shopping together.*	—— —— *She **could have** given us a lift home.*
prohibition	*You **can't** speak during the exam.* (you aren't allowed to) *You **mustn't** leave litter on the beach.* (it's forbidden) *You **may not** eat in the laboratory.* (formal – it's not allowed)	*We **couldn't** speak during the exam.* (we weren't allowed to) —— ——

5 Modals

Remember!

- ***Be able to*** can be used for other tenses, too. *I've been able to play the piano since I was five.* (present perfect)
- In questions, we use ***can***, ***could*** or ***might***, but not ***may***. *Could they be on their way home?* (NOT: *~~May they be on their way home?~~*)
- ***Could*** and ***might*** are not used to give permission. *"Could I go home now?" "Yes, you can/may."* (NOT: *~~Yes, you could.~~*)
- We usually use ***be allowed to*** to talk about permission for one particular action in the past. *We were allowed to work together on our History project.* (NOT: *~~We could work together on our History project.~~*)
- We often use ***could*** to talk about permission in the past in reported speech. *"You can/are allowed to work together on your History project,"* the teacher said. *The teacher said we could work together on our History project.*
- ***Had to*** is the past form of both ***must*** and ***have to***. *She must go to the dentist's today.* (present) *She had to go to the dentist's yesterday.* (past)
- ***Must*** and ***have to*** have different meanings in questions. *Must I eat all my vegetables?* (Do you insist that I eat all my vegetables?) *Do I have to eat all my vegetables?* (Is it necessary for me to eat all my vegetables?)
- ***Must*** is never used as an infinitive. In this case, we use ***to have to***. *I'd hate to have to move from this city.* (NOT: *I'd hate ~~to must~~ move from this city.*)
- We use ***should/ought to*** to give advice, but we use ***must*** to give strong advice. *"You should/ought to go out more often," my friend said to me.* (advice which may or may not be followed) *"You must take vitamin C,"* the doctor said to me. (advice that is likely to be obeyed)

1 Identify the use of each verb in bold in the sentence.

1 She **doesn't have to** fill out the form. *absence of necessity*
2 They **could have** drowned.
3 I **must** go to bed now.
4 We **ought to** inform her about the change in plans.
5 He **might** come later.
6 You **had better** apologise for what you did.
7 You **should have** called me.
8 That **can't** be Simon. He's away on business.
9 Ann **had to** wear a uniform when she was in school.
10 **Were** you **able to** reach them on the phone?

2 Fill in the gaps with *must*, *mustn't*, *can* or *needn't*.

Johnson Publishing Company

"As you are new to our publishing company, I would like to tell you some of our rules. First of all, you **1)** *must* stay at your desk and avoid socialising around your floor. Of course, you **2)** .... speak with each other, but only if it relates to work. You **3)** .... text or email your friends; that is not allowed. Whenever you enter or leave the building, you **4)** .... swipe your card and you **5)** .... forget to inform the front desk if you are going to be late or absent. Now, as far as supplies are concerned, employees **6)** .... buy anything; we have a full supply section on the third floor. Also, if you need supplies we don't have, you **7)** .... ask the secretary to order them for you."

Continuous & Simple forms with Modals

- Modal + ***be*** + ***-ing*** expresses an action in progress now. *She may be sleeping.*
- Modal + ***have been*** + ***-ing*** expresses an action in progress in the past. *He may have been working.*
- Modal + ***have*** + **past participle** expresses a complete action in the past. *She shouldn't have shouted at Tim yesterday.*

3 Fill in: *should*, *must*, *may*, *might*, *can't* or *could* and the appropriate form of the verbs.

L: Lisa *J: Jason*

L: I can't find the report I was working on last night. I **1)** *must have left* **(leave)** it in the car.

J: I don't think so. I've just cleaned the car and I didn't find anything in there. It **2)** .... **(still/lie)** on your desk.

L: I thought I **3)** .... **(leave)** it there, but it wasn't there when I looked.

J: You **4)** .... **(put)** it in your bag as soon as you finished, you know.

L: Thanks for the advice! Well, that's what I thought I did. I **5)** .... **(think)** of something else when I got up to put it away. Now I don't know where it is!

J: What about the gift bag we took over to Mary's yesterday? You **6)** .... **(place)** it in there.

L: Oh my! What if I did? I'm so absent-minded at times. Mary **7)** .... **(sleep)**. I'll call her right away and ask her. How **8)** .... **(I/be)** so careless?

4 Circle the correct item.

1 He has been studying all night.
[✓ A] He must be tired.
B He can't be tired.

2 Oh no! My credit card isn't in my purse.
A I must have left it in the ATM.
B I can't have left it in the ATM.

3 Everything is wet outside.
A It must have rained overnight.
B It can't have rained overnight.

4 There's a moving van outside the house.
A The new neighbours can't be moving in.
B The new neighbours may be moving in.

5 Choose the correct item.

I: Irena *O: Otto*

I: I'm planning to continue my studies in England. What do I **1) need/should** to do before I get there?

O: Well, first you will need your student visa. You **2) shouldn't/can't** have a problem after the school has accepted your application.

I: **3) Would/Should** I rent my own flat?

O: Well, you **4) had better/must** stay in a Hall of Residence the first year because it's cheaper. **5) Must/Can** you get a student loan?

I: Yes, I think so. I also **6) need/may** to find a part-time job when I get there because my parents **7) don't have to/can't** support me at all.

O: Well, just remember that with a student visa you **8) will be able/ought** to work ten hours a week at the most.

I: It used to be 20 hours, before I think. Oh well, then I **9) might/need** look into babysitting jobs for extra cash.

O: I'm sure you will be all right. Life in London **10) can/would** be expensive. However, the minimum wage is decent and shopping for food **11) can/must** be cheap if you know where to go.

I: OK. Thanks. I **12) had better/might** get started on my application then.

6 Choose the correct item.

Working towards a healthier lifestyle...

Breaking unhealthy eating habits

Although bad eating habits are hard to break, it can be done. First of all, you **1)** B rid your fridge and cupboards of all junk food. You **2)** .... replace it with healthy snacks like carrot sticks, fresh fruit or whole-wheat crackers, for those unbearable hungry moments. Secondly, you **3)** .... plan your meals ahead of time. This way, you **4)** .... avoid poor last-minute decisions. One thing you **5)** .... do is go shopping hungry. Avoid that at all costs; it can lead to disaster! Lastly, you **6)** .... increase the amount of water you drink, as it helps your body work properly. Of course, you **7)** .... take extreme measures; just take things one step at a time and before you know it, you will be eating and feeling healthier.

Adding exercise to your daily programme

If you want to be healthy and live longer, you **8)** .... start exercising. You **9)** .... begin with something tiring at first. A daily walk in your neighbourhood is all that you need to get started. Don't forget that a life without exercise **10)** .... lead to many serious health issues, like strokes, heart attacks and even high cholesterol. Once you have put walking into the programme and are feeling better, you **11)** .... take it a step further and join a gym.

By adding a proper diet and exercise to your daily routine, you **12)** .... maintain your body's good condition. In fact, if you give your body the rest that it needs to renew lost energy, you **13)** .... to feel better while leading a healthier lifestyle.

1	A might	[✓ B] should	C are able	D would
2	A might	B will	C would	D can
3	A ought to	B would	C able to	D shall
4	A can	B must	C ought	D should
5	A mightn't	B mustn't	C wouldn't	D needn't
6	A shall	B have to	C might	D may
7	A can't	B ought not	C needn't	D may not
8	A might	B ought	C have to	D shall
9	A won't	B don't have to	C mightn't	D may not
10	A ought	B may	C would	D should
11	A can	B would	C ought	D might
12	A could	B would	C should	D will be able to
13	A must	B ought	C can	D would

Adjectives/Adverbs/Comparisons 6

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns *(a friendly boy)* but after the verbs ***be, look, smell, sound, feel, taste, seem, appear, become, get, stay***, etc. *She is clever. They seem fit.*

- There are **opinion adjectives** and **fact adjectives. Opinion adjectives** *(**boring**, **exciting**, etc)* show what a person thinks of somebody or something. **Fact adjectives** *(**tall**, **thin**, **new**, etc)* give us factual information about age, size, colour, origin, material, etc.
- There are also **compound adjectives** which are formed with:
  a) present participles. *a **heart-breaking** story*
  b) past participles. *a **fine-tuned** piano*
  c) cardinal numbers + nouns. *a **four-hour** flight* (NOT: ~~*four-hours flight*~~)
  d) an adjective + noun + ***-ed***. *a **blue-eyed** girl* (instead of saying ***a girl with blue eyes***)
  e) ***well, badly*** + past participle. ***well-paid** job*
- We can also use nouns as **adjectives** before other nouns. In this case the nouns have no plural form.
  ***weather** report - **weather** reports*
- The following **adjectives** have a difference in meaning:
  a) *Her **gold** ring was exquisite.* (= ring made of gold)
  *They were playing on a beach of **golden** sand.* (= sand the colour of gold)
  b) *She bought a **silk** blouse.* (= a blouse made of silk) *Her long **silky** hair looked lovely.* (= hair which feels like silk)
  c) *The **stone** houses in the village were all painted white.* (= houses made of stone)
  *She was angry and looked at him with **stony** eyes.* (= a cold look - like stone)

Order of Adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

	Opinion Adjectives	Fact Adjectives							
		size	age	shape	colour	origin	material	used for/be about	noun
It's a	*wonderful*	*large*	*new*	*oval*	*red*	*Italian*	*wooden*	*dining*	*table.*

- Ordinal numbers (***first***, ***second***, ***third***, etc) go before cardinal numbers (***one***, ***two***, ***three***, etc).
  *The **first two** days.* (NOT: ~~*the two first days*~~)
- The **adjectives** ***afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased***, etc are never followed by a noun. *The man was **alive**. I am **pleased** with my test results.*
- The **adjectives** ***chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper*** are always followed by nouns. *Mr Thomson was my **former boss**.*
- We do not usually use a long list of **adjectives** before a single noun. A noun is usually described by one, two or three adjectives at the most. *a **pretty, tall, French** dancer*
- Certain **adjectives** are used with ***'the'*** as nouns to refer to groups of people in general. These are: ***elderly, middle-aged, old, young, blind, dead, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak***, etc.
  *The government must support **the unemployed**.* (= unemployed people need support – unemployed people in general)
  BUT ***The unemployed people** in my town are at a demonstration today.* (We refer to a specific group of unemployed people.).
  When we talk about one person we say ***A/The poor man/woman, A/The deaf boy/girl***, etc. ***The young man** who lives next door is a law student.* (We refer to a specific young man.)

Adverbs

- **Adverbs** describe verbs and past participles, adjectives or other adverbs.
  *She works **quickly**. The story was **well** written. She is a **highly** talented artist. He runs **incredibly fast**.*
- An **adverb** can be one word (***sleepily***) or a phrase (***before dinner***). Adverbs can describe manner (***how***), place (***where***), time (***when***), frequency (***how often***), degree (***to what extent***), etc.
  *He paints **beautifully**.* (How does he paint? Beautifully. → adverb of manner)
  *The CD is **over there**.* (Where is the CD? There. → adverb of place)
  *She has a job interview **this afternoon**.* (When does she have a job interview? This afternoon. → adverb of time)
  *He **usually** goes shopping at the weekend.* (How often does he go shopping? Usually. → adverb of frequency)

6

Adjectives/Adverbs/Comparisons

Formation of Adverbs

- We usually form an **adverb** by adding *-ly* to the adjective. *slow – slowly*
- Adjectives ending in *-le* drop the *-e* and take *-y*. *comfortable – comfortably*
- Adjectives ending in **consonant** + y drop the *-y* and take *-ily*. *tidy – tidily*
- Adjectives ending in *-l* take *-ly*. *careful – carefully*
- Adjectives ending in *-ic* usually take *-ally*. *historic – historically* BUT *public – publicly*
- Some **adverbs** do not follow these rules.

Adjective	good	fast	hard	early	late
Adverb	well	fast	hard	early	late

Order of Adverbs

- **Adverbs of frequency** go after the auxiliary verb (*be*, *have*, *do*), but before the main verb.
  *She has **always** liked ice cream. Fred **is always** on time. Jack **often travels** abroad.*
- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence.
  *The children **slowly walked** to school. They **are enthusiastically waiting** for the play to begin. Please **speak softly**.*
- **Adverbs of degree** (***absolutely***, ***completely***, ***totally***, ***extremely***, ***very***, ***quite***, ***rather***, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. *They **are very grateful**. He drives **quite dangerously**. He **totally ignored** my advice.*
- **Adverbs of place and time** usually go at the end of the sentence. *Have you bought anything new **recently**?*
- **Adverbs of time**, such as ***soon***, ***now***, ***now and then***, go before the main verb, but after the auxiliary verb.
  *She **now knows** how to solve the problem. His new CD **is soon** coming out.*
- We can put an **adverb at the beginning of a sentence** if we want to emphasise it.
  ***Excitedly**, they swam in the sea.* (manner)
  ***In France**, we met the most friendly people ever.* (place)
  ***Yesterday**, I took part in a fund raiser for charity.* (time)
- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**. *He was studying **hard in his room all day**.*
- If there is a **verb of movement**, such as ***go***, ***come*** and ***leave***, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *They came **to work hurriedly this morning**.*

Points to consider

- Some adverbs have the same form as adjectives. These include: ***deep***, ***early***, ***fast***, ***hard***, ***high***, ***late***, ***long***, ***low***, ***near***, ***right***, ***straight***, ***wrong***. *Lucy drives in the **fast** lane.* (adjective) *Ted runs **fast**.* (adverb)
- There is a difference in meaning between the following pairs of adverbs:

*The children are working **hard** on their project.* (hard = with effort)	*There was **hardly** any milk left.* (hardly = scarcely)
*John lives **near** me.* (near = close to)	*I have **nearly** finished my essay.* (nearly = almost)
*He got to school **late** this morning.* (late = not early)	*I haven't been feeling well **lately**.* (lately = recently)
*His illness cut **short** his musical career.* (short = before the expected time)	*Mr Bell will be with you **shortly**.* (shortly = soon)
*We were **deep** in a tropical rain forest.* (deep = a long way)	*I am **deeply** grateful to you.* (deeply = greatly)
*I asked Jill about the most **direct** route to London.* (direct = by the shortest route)	*All students were **directly** involved in the preparations.* (directly = immediately)
*The eagle flew **high** above the mountains.* (high = at a high level)	*She is a **highly** respected professor.* (highly = very)
*Children under six can travel on the ferry **free**.* (free = without charge)	*The cast on his leg prevented him from moving **freely**.* (freely = without restriction)

- The following words end in *-ly*, but they are adjectives: ***cowardly***, ***deadly***, ***elderly***, ***friendly***, ***likely***, ***lively***, ***lonely***, ***lovely***, ***silly***, ***ugly***.*That is a **lovely** poem.* We use the phrase **in a ... way/manner** to form their adverbs.
  *She talked **in a friendly manner**.* (NOT: ~~*She talked friendly.*~~)
- The adverbs ***cheap(ly)***, ***loud(ly)***, ***quick(ly)*** and ***slow(ly)*** are often used without *-ly* in everyday English.
  *Don't walk **quick/quickly**.*

Adjectives/Adverbs/Comparisons 6

Quite/Rather/Fairly/Pretty

- *Quite* (= fairly, to some degree) is usually used in favourable comments. *She is quite good at Science.* Quite is used before **a/an**. *She's quite a skillful artist.* *Quite* (= completely) is used with adverbs, some verbs and adjectives such as: ***amazing, brilliant, certain, dreadful, different, exhausted, horrible, impossible, perfect, right, sure, true, useless***, etc. *Tom is quite sure his brother will win.*
- *Rather* is used in unfavourable comments. *I was rather surprised to see John there.* It can also be used in favourable comments meaning "to an unusual degree". *Mike is rather good at chess.* (better than we expected). *Rather* is also used with comparative degree. *This new program is rather more difficult than the old one.* *Rather* is also used before or after ***a/an***. *It's a rather difficult test.* or *It's rather a difficult test.*
- *Fairly/Pretty* are synonymous with *quite* and *rather*. They are used after ***a***. *Florence is a fairly/pretty clever young lady.*

1 Put the adjectives in the correct order.

Hi Chloe,
It's brilliant here in Cornwall. We are staying in a **1)** *picturesque, little, fishing* **(little, picturesque, fishing)** village called Mousehole with my aunt and uncle. They are artists and everything in their house is handmade. They live up the hill from the harbour. A **2)** .... **(stone, long, winding)** path leads up to their cottage and they have made a gate out of a(n) **3)** .... **(beautiful, wooden, old)** wheel.
Inside, there is a cosy kitchen full of **4)** .... **(pottery, hand-painted, colourful)** pieces that my aunt has made. In the living room there are lots of **5)** .... **(interesting, water-colour)** pictures on the walls that my uncle has done. On the sofa there are several **6)** .... **(round, soft, velvet)** cushions and their cat Prince loves to make himself comfortable there! He's a(n) **7)** .... **(big, adorable, Persian, fluffy)** cat and he rules the cottage!
I've got loads of pictures to show you when I get back.
Hope you're enjoying your holiday.
Love,
Lisa

2 Fill in the gaps with the adjectives in the correct order.

1 Mary is wearing a *modern, red, woollen* **(woollen/modern/red)** dress.
2 The children all arrived for their first day of school with .... **(black/leather/new)** shoes.
3 The .... **(yellow/soft)** light from the fire was very comforting.
4 There was a .... **(large/fierce-looking/black)** dog guarding the entrance.
5 Last night we ate at a(n) .... **(little/Italian/friendly)** restaurant.
6 We found a bag of .... **(dirty/cotton/old)** clothes in the attic.
7 We met a(n) .... **(old/Dutch/interesting)** man in the town.

3 Choose the correct word(s).

1 Every month I make a donation to a charity for **homeless/the homeless**.
2 That's Peter - he's Martin's **elder/older** son.
3 It felt **strange/strangely** to be back after such a long time.
4 They have a very **healthy/healthily** lifestyle since they moved to the country.
5 There are special facilities for **disabled/the disabled** at our local sports centre.
6 It's a **badly-written/bad-written** essay, Mark. You have to rewrite it.
7 Dad gave Mum a **gold/golden** ring for her birthday.
8 Janet was wearing **high heels shoes/high-heeled shoes**.

4 Choose the correct word.

1 Workers are digging **deep/deeply** to build the tunnel.
2 The plane flew **high/highly** above the city.
3 They travelled **deep/deeply** into the jungle collecting seeds.
4 I'll be there **short/shortly**. Wait by the exit!
5 He arrived **late/lately** for work again.
6 The supermarket is quite **near/nearly** our house.
7 She is **high/highly** experienced in her field.
8 You can fly **direct/directly** to Exeter now, which is much more convenient.
9 It's **hard/hardly** surprising that he failed; he didn't try very **hard/hardly**.
10 We went **near/nearly** the waterfall and felt the spray on our faces.
11 I've noticed a change in his behaviour **late/lately**.
12 They got in **free/freely**, because James knew the owner.

6 Adjectives/Adverbs/Comparisons

5 Rewrite the sentences putting the adverbs in the correct place.

1 I have seen a dolphin. **(never/in the sea)**
I have never seen a dolphin in the sea.

2 We were surprised because Mary turned up. **(unexpectedly/at the house)**
....

3 My neighbour gave me a lift. **(very kindly/this morning)**
....

4 They go for a long walk. **(usually/every weekend)**
....

5 The dog barked. **(excitedly/in the garden)**
....

6 He ran to open the door. **(down the stairs/quickly)**
....

6 Choose the correct item.

1 She is **a fairly/fairly a** interesting person.
2 It was **quite a/rather** difficult to find her house.
3 This old espresso machine will take **pretty/rather** a long time to warm up.
4 This exercise is **quite/rather** more difficult than the previous one.
5 This is a **pretty/quite** challenging exercise.
6 Babysitting is **quite/pretty** an easy job for teenagers.
7 I am **rather/pretty** sure he stole the money.
8 It's **fairly/rather** colder today than it was yesterday.

7 Circle the correct item.

1 Taking a coach is ...... cheaper than taking the train.
A quite [✓ B rather]

2 This was ...... an emotional film.
A fairly B quite

3 They spent ...... a long time on solving that problem.
A rather B pretty

4 The boys were ...... satisfied with their marks.
A a pretty B quite

5 I have a ...... good idea what he's going to do.
A rather B pretty

6 The house has a ...... large garden.
A fairly B quite

8 Rewrite the text putting the adverbs into the correct place.

COSTA DEL SOL

One of the most visited holiday destinations in the world, is the Costa del Sol in the south of Spain. **(frequently/today)** It attracts over two million tourists who arrive to lie under the sun along its 300 km coastline. **(eagerly/yearly)** This popular tourist attraction can satisfy all tastes. **(easily)** Holidaymakers can go wild with the nightlife or enjoy their time away from all the fuss. **(peacefully)** The resort town of Torremolinos caters for families with plenty of entertainment options such as a theme park, water park, zoo and many water sports. **(nearby/largely)** It is also famous for its evening entertainment which includes flamenco shows and open-air discos. **(moreover/mostly)** The towns of Marbella and Malaga are popular with younger travellers seeking late night clubbing. **(meanwhile/hungrily/very)** There are also excursions to all the traditional towns located on the surrounding hillsides. **(magnificently/finally)**

One of the most frequently visited holiday destinations in the world today, ...

Adjectives/Adverbs/Comparisons 6

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use ***than*** after a comparative and ***the*** before a superlative. *Holly is **taller than** me. She is **the tallest** girl in the class.*

Adjectives	Positive	Comparative	Superlative
of one syllable add *-(er)r/-(e)st* to form their comparative and superlative forms	tall simple thin	taller (than) simpler (than) thinner (than)	the tallest (of/in) the simplest (of/in) the thinnest (of/in)
of two syllables ending in *-ly*, *-y*, *-w* also add -er/-est or -ier/-iest	easy narrow	easier (than) narrower (than)	the easiest (of/in) the narrowest (of/in)
of two or more syllables take *more/most*	powerful intelligent	more powerful (than) more intelligent (than)	the most powerful (of/in) the most intelligent (of/in)

- We normally use ***than*** with the **comparative** form. *Kevin's car is **faster than** Tom's car.* We normally use ***the...of/in*** ("in" refers to places, groups, etc) with the **superlative** form. *It's **the easiest of** all.*
- Certain adjectives form their **comparative** and **superlative** either with *-er/-est* or *more/most*. These are: ***clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet***. *simple - simpler - simplest* ALSO *simple - more simple - most simple*

Adverbs	Positive	Comparative	Superlative
adverbs having the same form as their adjectives add *-er/-est*	fast	faster	the fastest
early drops *-y* and adds *-ier/-iest*	early	earlier	the earliest
two syllable or compound adverbs take *more/most* (Compound adverbs are adjectives + *-ly*. *useful - usefully*)	often quickly	more often more quickly	the most often the most quickly

Irregular Forms

Adjective/Adverb	Comparative	Superlative
good / well	better	best
bad / badly	worse	worst
much	more	most
many / a lot of	more	most
little	less	least
far	farther	farthest
far	further	furthest

- ***elder/eldest*** (+noun) (adj) = for members of a family *My **elder** sister is a doctor.* BUT *My sister is **older than** me.* (NOT: ~~elder than~~)
- ***further/farther*** (adv) = longer (in distance) *My school is **further/farther** away from our new house than our old one.*
  further (adj) = more *Visit the website for **further** details.*
- ***very*** + positive degree – *Tracy is a **very** thoughtful girl.*

Types of comparisons

• ***as*** + adjective + ***as*** (to show that two people or things are similar/different in some way). In negative sentences we use ***not as/so ... as***.	*This story is **as imaginative as** that one.* *Howard **isn't as tall as** James.*
• ***less*** + adjective + ***than*** (expresses the difference between two people or things). The opposite is ***more ... than***.	*This magazine is **less expensive than** that one.*
• ***the least*** + adjective + ***of/in*** (compares one person or thing to two or more people or things in the same group). The opposite is ***the most ... of/in***.	*Theo got **the least** attention **in** class.*
• ***even/much/a lot/far/a little/a bit/slightly*** + comparative (expresses the degree of difference between two people or things).	*Greg writes **slightly faster than** me.*
• ***comparative*** + ***and*** + ***comparative*** (to show that something is increasing or decreasing).	*People are buying **more and more** organic products.*
• ***the*** + comparative ... , ***the*** + comparative (shows that two things change together, or that one thing depends on another thing).	***The more** I praised him, **the more** confident he became.*
• ***by far*** + ***the*** + superlative (emphasises the difference between one person or thing and two or more people or things in the same group).	*Nicholas is **by far the funniest** boy in our class.*

9 Complete the interview. Use the *positive, comparative* or *superlative* forms of the adjectives below.

Every Climb, a Unique Challenge

How many times have you climbed Mount Everest?
Seven times. The first time I climbed without oxygen, but every other time I used oxygen and it was so much **1)** better. The oxygen makes a big difference. I GOOD
enjoyed the whole experience so much more using oxygen. To begin with, I felt much **2)** ....; my feet and WARM
hands didn't get so cold. Then, I was able to stay at the top and enjoy the summit. It's one of the **3)** .... AMAZING
experiences you can imagine – words cannot express the feeling. Without the oxygen, I just had to keep moving and couldn't stop to take it all in.

Isn't that what mountaineering is all about – reaching the summit?
Yes and no. The summit is the goal, but the process of getting there is as **4)** .... as being there. IMPORTANT

Is the icefall as bad as people say on the way to the south ridge?
Definitely! You never know when something will give way. It is without a doubt the **5)** .... part of DANGEROUS
the mountain. I've travelled it over a hundred times and it always terrifies me.

You have become very close to the Sherpas, haven't you?
Oh yes, they are the experts and I absolutely respect their skills and their knowledge of the mountain. But not only that, their **6)** .... quality is IMPRESSIVE
that even in the **7)** .... TOUGH
situations, they are so good-natured. I believe that this is the source of their strength and endurance. They have taught me so much.

10 Circle the correct item.

1 Fred is the least successful journalist on TV.
A No one is as successful as Fred.
[✓ B] Fred is not very good at what he does.

2 This must have been the tastiest pizza I have ever had.
A I've had better pizza.
B I've never had such good pizza.

3 It's not as cold as it was yesterday.
A It's warmer today.
B Yesterday was warmer.

4 The more she thought about it, the more she wanted to go ahead with the plan.
A The plan became more and more interesting.
B The plan became more and more unattractive.

5 This car is slightly older than the one in the corner.
A This is a much older car.
B This car is not much older.

11 Read the text and fill in the word which best fits each space. Use only one word for each space.

Venice is one of **1)** the oldest and **2)** .... beautiful cities in Italy. The 'City of Water', as they call it, is the only one of its kind **3)** .... the world. It rests on 117 small islands connected by 150 canals. As it is surrounded by water, it has **4)** .... most original means of transport; no tourist should miss a ride in a gondola or water bus.
But the City of Water offers a lot more **5)** .... Venetian rowing boats and beautiful surroundings. Its museums are famous for housing some of the **6)** .... paintings by Venetian painters of the 14th to the 18th century. The centre of the city is San Marco, which is always the **7)** .... crowded with tourists. The only way to avoid the crowds is to get lost in mysterious alleys and endless mazes of backstreets where you can discover the true colours of the place and its people.
However, Venice's future is threatened by the most serious problem **8)** .... the modern world; global warming. The **9)** .... sea levels rise, **10)** .... more the city floods. In the best-case-scenario, city leaders will invest money in the construction of huge steel gates to block the floods. In the **11)** .... case, the city will go under water; something Venetians are fighting hard to avoid.

12 Circle the correct item.

1 A: When will the fruit be ready to eat?
B: It's difficult to …… .
A exact say [✓ C] say exactly
B say exact D exactly say

2 A: What did you have to eat?
B: We had sushi and it …… .
A wonderfully tasty C tasty wonderful
B wonderful taste D tasted wonderful

3 A: Did you call William?
B: No, I was …… .
A as busy C very busy
B much busier D the busiest

4 A: Where is Kyle?
B: He has been …… .
A studying all afternoon in his room
B studying in his room all afternoon
C in his room all afternoon studying
D in his room studying all afternoon

5 A: How is he getting on?
B: OK. Recently he's been making …… mistakes.
A least C fewer
B much D fewest

6 A: Did you call Philip?
B: No, I …… .
A later will call him C will later call him
B will call later him D will call him later

7 A: So many people have recorded that song.
B: Yes, but this version is …… anyone has produced.
A by far good C the by far best
B by far the best D good by far

8 A: They look the same size to me.
B: No. This one …… than the other.
A slightly is bigger C is slightly bigger
B is slight bigger D slight is bigger

9 A: How long will the station be closed?
B: No one knows. The sign says 'Closed until …… notice'.
A far C farther
B further D furthest

10 A: Did you see Carl yesterday?
B: Yes. He was behaving in a very …… .
A strangely manner
B more strangely manner
C strange manner
D more strange manner

13 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 As the trainees get fitter, they feel healthier.
THE The fitter *the trainees get, the healthier* they feel.

2 Is that the highest mark you can get?
THAN Can't you ……………………………… ……………………………… that?

3 The little girl was being very selfish with her toys.
WAY The little girl was behaving …….. ……………………… with her toys.

4 I have never attended such an interesting lecture.
MOST It was ……………………………… ……………… I have ever attended.

5 As we climbed higher, the air became thinner.
THE The ……………………………… ……………………… the air became.

6 Mary's the best cook of all.
AS No one else ……………………………… ……………………………… Mary does.

7 Sheila isn't as beautiful as her sister.
LESS Sheila is ……………………………… ……………………………… her sister.

8 Joan visits the local art gallery frequently.
FREQUENT Joan is ……………………………… …………… to the local art gallery.

9 I couldn't get a better seat.
BEST It was ……………………………… ……………………………… get.

10 He has never run such a long distance before.
THE It's ……………………………… ……………………… he's ever run.

11 My own pasta sauce is tastier than this one.
AS This pasta sauce ……………………… ……………………………… my own.

12 He sings well and the audience love him.
A He's ……………………………… and the audience love him.

13 She had never received such an expensive gift before.
MOST It was ……………………………… ……………… she'd ever received.

14 Peter's more careful than any other driver.
DRIVES Peter ……………………………… …………………… than anyone else.

15 Sophie has been a professional singer for six years.
PROFESSIONALLY Sophie ……………………… ……………… for six years.

7 Relative Clauses

Relative clauses

Relative clauses are introduced by: a) **relative pronouns** i.e. ***who***, ***whom***, ***whose***, ***which***, ***that*** or b) **relative adverbs** i.e. ***when***, ***where***, ***why***.

a) Relative pronouns

	Subject of the verb of the relative clause (cannot be omitted)	Object of the verb of the relative clause (can be omitted)	Possession (cannot be omitted)
used for people	who/that *The lady **who/that** lives next door is famous.*	who/whom/that *The people **(who/whom/that)** we stayed with were very kind.*	whose *That's the girl **whose** brother is in my class.*
used for things/ animals	which/that *I bought a book **which/that** was very interesting.*	which/that *The dog **(which/that)** I got for my birthday is playful.*	whose/of which *That's the house **the windows of which/ whose windows** were broken.*

- ***Whom***, ***which***, ***whose*** can be used in expressions of quantity with **of** (***some of***, ***many of***, ***half of***, etc).
  We read many new articles. Many of them were informative.
  *We read many new articles, **many of which** were informative.*
- ***That*** can be used instead of ***who***, ***whom*** or ***which*** but it is never used after commas or prepositions.
  *That's the girl **who/that** passed her English test.*
  *Canberra, **which** is the capital of Australia, is a beautiful city* (***that*** is not possible here)

b) Relative adverbs

Time	***when*** (= in/on/at which) – can be omitted – *I remember the day **(when/that)** I got my dog.*
Place	***where*** (= in/at/on/to which) – *The neighbourhood **where** he lives is quiet.*
Reason	***why*** (= for which) – can be omitted – *That's the reason **(why)** I don't like violent TV programmes.*

Remember!

- When using ***where*** or ***when***, we do not need a preposition. *She still lives in the house **where** she grew up.* (NOT: *~~She still lives in the house where she grew up in~~*.)
- We can replace ***where*** by a preposition followed by ***which***. In informal English, this preposition is placed at the end of the sentence. *The campsite **where/at which** we stayed had a swimming pool./The camp site **which** we stayed at had a swimming pool.* The same can be done with ***when***. *That was the year **when/in which** I graduated./That was the year **which** I graduated in.*

Prepositions in Relative clauses

We do not normally use prepositions before relative pronouns.

*That's the shelf **on which** we keep the dictionaries.* (formal – not usual)

*That's the shelf **which** we keep the dictionaries **on**.* (usual)

*That's the shelf we keep the dictionaries **on**.* (more usual)

Identifying and Non-Identifying Relative clauses

- An **identifying relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with ***who***, ***which***, ***that***, ***whose***, ***where***, ***when*** or the ***reason*** (***why***).
  The girl who sits next to me at school is my best friend.
- A **non-identifying relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with ***who***, ***whom***, ***which***, ***whose***, ***where*** or ***when***.
  Nelly, who is studying at art college, is very talented.
  We cannot omit the relative pronoun or replace it with ***that***.
  Alexander, who loves animals, is a vet. (NOT: *~~Alexander, loves animals, ... Alexander, that loves animals,~~* ...)

Relative Clauses 7

1 Fill in the gaps with the correct *relative pronoun* or *adverb*. Put commas where necessary. Write *(I)* for identifying, *(NI)* for non-identifying and say whether the relative can be omitted or not.

1 Rio de Janeiro, *which* is famous for its carnival, is the most visited city in South America. *NI not omitted*

2 Having full service is the reason .... I always choose resort hotels for my holidays. ....

3 Meryl Streep .... is an American actress still holds the record for the most award nominations. ....

4 Rock climbing is an activity .... needs a lot of courage and strength. ....

5 Students .... are planning to volunteer at the Winter Games must give in their names by tomorrow. ....

6 She is the singer .... new single went straight to number one in the charts. ....

7 1997 was the year .... Robbie Williams released his first solo single. ....

8 This film .... is about Vietnam is fantastic. ....

2 Complete the pairs of sentences, as in the example.

1 Jason is playing basketball with a boy. The boy is his friend Mike.

A The boy *whom/who Jason is playing basketball with is his friend Mike.*

B The boy *Jason is playing basketball with is his friend Mike.*

2 Martha has gone to a play. The play is at her school.

A The play ....
....

B The play ....
....

3 I was chatting with a girl. The girl is my cousin.

A The girl ....
....

B The girl ....
....

4 I lent my coat to Elaine. The coat is made of leather.

A The coat ....
....

B The coat ....
....

3 Combine the following sentences using *relatives*.

1 This is the archaeological museum. It was built in 1958.
This is the archaeological museum which was built in 1958.

2 That's the librarian. She helped me with my research project.
....

3 This is Rick's brother. He bought me a ticket to the football finals.
....

4 I'm reading *Eclipse*. It was written by Stephenie Meyer.
....

5 Here's a photo of the ski resort. We stayed there last winter.
....

6 This is the painting. Riley bought it at the new art gallery.
....

4 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 She's learning German, not French.
THAT It's *German that she's learning*, not French.

2 He has a class of twenty students; half of them are A students.
WHOM He has a class of twenty students, ...
.... are A students.

3 The person I met on safari was strong and courageous.
WHO I met a ....
...... was strong and courageous.

4 The coffee table on display is damaged.
WHICH The coffee table ....
.... is damaged.

5 Rick solved the problem first, not Bob.
WHO It ....
................................., not Bob.

6 I wonder who owns that black Porsche.
WHOSE I wonder ....
.... is.

7 The man in the blue suit is my father.
WHO The man ....
.... blue suit is my father.

8 September is the month classes begin.
WHEN September is ....
.... begin.

7 Time Clauses

Time Clauses

We use the following time conjunctions to introduce time clauses.

when, as, while, before, after, since, until/till, whenever, as long as, by the time, as soon as, the moment (that), no sooner ... than, hardly ... when, once, immediately, the first/last/next time, etc.

- When the **time clause** precedes the main clause, a comma is used.

Whenever she has time, ↓ time clause — *she writes stories.* ↓ main clause

She writes stories ↓ main clause — *whenever she has time.* ↓ time clause

Sequence of Tenses

Time clauses follow the rule of the sequence of tenses. That is, when the verb of the **main clause** is in a **present** or **future form**, the verb of the **time clause** is in a **present form**. When the verb of the **main clause** is in a **past form**, the verb of the **time clause** is in a **past form** too.

If-clause	Main Clause
present/future/ imperative	present simple or present perfect
He feeds the dog as soon as he comes home from work. *I'll call you the moment I have some news.* *Make your bed before you go to school.*	
past simple/ past perfect	past simple or past perfect
He watched TV after he had done his homework. *We had cleaned the house before Mum got home.*	

Remember!

- *will/would* are never used in **time clauses**. *Come to my office as soon as you arrive.* (NOT: ... ~~as soon as you will arrive~~ ...)
- *when* (time conjunction) + present/past – *I'll buy some fruit when I go to the market.*
  when (question word) + *will/would* – *We don't know when she'll be home this evening.*

5 Choose the appropriate time words and put the verbs in brackets into the correct tense.

1 Call me **till/as soon as** you *get* (get) your test results.
2 The secretary was typing the memo **while/until** the manager .... (talk) to a client.
3 He started blushing **while/once** he .... (realise) his mistake.
4 I found my scarf **since/as** I .... (pull) a sweater from the shelf.
5 She takes a hot bath **once/whenever** she .... (have) a long day.
6 **By the time/No sooner** had I started the car than I .... (notice) it was low on petrol.
7 We had put up the party decorations **when/by the time** Carol .... (come) back from school.
8 I will be by your side for **as soon as/as long as** you .... (need) me.
9 They promised to call **the moment/as long as** they .... (arrive) at the station.
10 **As soon as/By the time** Janet got to the theatre, the performance .... (already/start).

6 Fill in: *the moment, until/till, when, before,* or *as.*

1) *When* Jim Davis introduced his new comic strip in 1978, little did he know how popular it would be even today, over thirty years later. Even though Garfield was just the main character's friend at first, it wasn't long **2)** .... he became the star of the strip. This fat, lazy cat, which lies in his basket all day **3)** .... it's time for lunch, has become famous. **4)** .... time went by, he gained many loyal fans and now has over 260 million people worldwide who read the strip every day. Garfield is a charming and witty cat, and although he sometimes plays tricks on his owner, Jon, deep down he loves him and is his friend. Above all, he has one weakness that makes him special and so lovable; lasagna! **5)** .... he sees freshly baked lasagna, he is putty in anyone's hands.

Clauses of Purpose

Clauses of **purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- *to* + infinitive
  Rachel phoned the box office ***to book*** *the tickets.*
- *in order to/so as to* + infinitive (formal)
  She bought a laptop computer ***in order to work*** *at home.*
- *so that* + *can/will* (present/future reference)
  He works hard ***so that*** *he* ***can support*** *his family.*
- *so that* + *could/would* (past reference)
  We took a map ***so that*** *we* ***wouldn't*** *get* ***lost.***
- *in case* + *present tense* (present or future reference)
  Take some sandwiches ***in case*** *you* ***get hungry.***
- *in case* + past tense (past reference)
  She had taken some money with her ***in case*** *she* ***needed*** *it.*

  Note: *in case* is never used with *will* or *would*.
- *for* + noun (expresses the purpose of an action)
  I've sent them a card ***for their anniversary.***
- *for* + *-ing* form (expresses the purpose of something or its function)
  CD Roms are used ***for storing*** *information.*
- *with a view to* + *-ing* form
  Jack bought an old house ***with a view to renovating*** *it.*

We can express **negative purpose** using:

- *in order not to/so as not to* + infinitive
  She had some breakfast ***so as not to/in order not to be*** *hungry.*

  Note: We never use *not to* to express negative purpose.
- *prevent* + noun/pronoun (+ *from*) + *-ing* form
  Seat belts ***prevent*** *drivers* ***(from) having*** *serious injuries.*
- *avoid* + *-ing* form
  He studied hard ***to avoid failing*** *the test.*
- *so that* + *can't/won't* (present/future reference)
  I'll take some notes ***so that*** *I* ***won't*** *forget the important information.*
- *so that* + *couldn't/wouldn't* (past reference)
  He turned the music down ***so that*** *he* ***wouldn't*** *wake the baby.*

Remember!

So has many different uses. Be careful not to confuse them when using ***so*** to express purpose. *I was feeling tired,* ***so*** *I went to bed early.* (this shows result, not purpose) *He turned the music down* ***so that*** *he wouldn't wake the baby.* (this shows purpose)

7 Join the sentences using the words in brackets.

1 He took his compass. He didn't want to get lost in the woods. **(in case)**
He took his compass in case he got lost in the woods.

2 This is a toaster. You use it to toast bread. **(for)**
....

3 Ian set his alarm clock. He didn't want to miss the meeting. **(so as not to)**
....

4 Jess called me. He reminded me to bring his MP3 player. **(in order to)**
....

5 I spoke softly. I didn't want to wake the baby. **(so that)**
....

6 They took an umbrella. They didn't want to get wet. **(avoid)**
....

7 Dan kept the old coin. He wanted to start a coin collection. **(with a view to)**
....

8 I'll write it down in my agenda. I don't want to forget. **(so that)**
....

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Rick woke up early. He didn't want to miss his morning flight.
AS Rick woke up early *so as not to miss* his morning flight.

2 Jocelyn took a Spanish class. She intended to move to Madrid someday.
VIEW Jocelyn took a Spanish class .... to Madrid someday.

3 She hid her journal under her pillow. She didn't want her brother to read it.
SO She hid her journal under her pillow .... read it.

4 He's packing a lunch. He might feel hungry later.
CASE He's packing a lunch .... hungry later.

5 Nicolas bought some ice tea. He wanted to have something cold to drink.
TO Nicolas bought some ice tea .... something cold to drink.

7 Clauses of Reason

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions: *because, as/since, the reason for/why, because of/on account of/due to, now that, for,* etc.

- *because* – *I turned on the heating **because** it was cold. **Because** it was cold, I turned on the heating.*
- *as/since* (= because) – *We couldn't go out **as/since** it was raining. **As/since** it was raining, we couldn't go out.*
- *the reason for* + noun/*-ing* form – *The reason for his **delay** was the heavy traffic. The reason for his **being delayed** was the heavy traffic.*
- *the reason why* + clause – *The heavy traffic was **the reason why he was delayed**.*
- *because of/on account of/due to* + noun – *All flights were cancelled **because of/on account of/due to the thick fog**.*
- *because of/on account of/due to the fact that* + clause – *She was thrilled **because of/on account of/due to the fact that she won the competition**.*
- *now* (*that*) + clause *Now (that) she has a driving licence, she can drive to work.*
- *for* (= because) (informal written style) A clause of reason introduced with *for* always comes after the main clause. *He couldn't read the small print, **for** his eye sight was poor.*

9 Join the sentences using the words in brackets.

1 She left early today. She wasn't feeling very well. **(because)**
*She left early today **because** she wasn't feeling very well.*

2 Mum had a lot of preparations for Sunday lunch. She had invited some old friends from school. **(as)**
....
....
....

3 Everything in the fridge spoiled. There was a power cut. **(due to)** ....
....
....

4 The company sent drivers to pick us up. There was a massive strike. **(on account of)** ....
....
....

5 They cancelled the school trip. There was a severe snowstorm. **(the reason)** ....
....
....

6 We can bring you your CDs in the morning. We'll be driving by your area. **(as)** ....
....
....

7 We quickly got bored. There was nothing to do. **(since)** ....
....
....

10 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 He wanted to sell his drum set so he put an advertisement in the paper.
SINCE He put an advertisement in the paper *since he wanted to sell* his drum set.

2 Sophie doesn't make enough money to buy a car.
FOR Sophie can't buy a car, ... enough money.

3 All flights were cancelled on account of the ice storm.
REASON The ice storm was .... were cancelled.

4 Morgan wasn't feeling well so he called in sick.
BECAUSE Morgan called in sick .... feeling well.

5 Richard can't play rugby because he has a bad knee.
ACCOUNT Richard can't play rugby .... bad knee.

6 Since exams are over they can go out with friends.
NOW They can go out with friends .... are over.

7 She was in a bad mood because of their argument.
FOR The .... her bad mood was their argument.

8 Nick's teacher wanted to see his parents because he was misbehaving.
OF Nick's teacher wanted to see his parents .... bad behaviour.

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- *to* + infinitive
  *Rachel phoned the box office **to book** the tickets.*
- *in order to/so as to* + infinitive (formal)
  *She bought a laptop computer **in order to work** at home.*
- *so that* + *can/will* (present/future reference)
  *He works hard **so that** he **can support** his family.*
- *so that* + *could/would* (past reference)
  *We took a map **so that** we **wouldn't** get lost.*
- *in case* + *present tense* (present or future reference)
  *Take some sandwiches **in case** you get **hungry**.*
- *in case* + past tense (past reference)
  *She had taken some money with her **in case** she **needed** it.*

  Note: *in case* is never used with *will* or *would*.
- *for* + noun (expresses the purpose of an action)
  *I've sent them a card **for their anniversary**.*
- *for* + *-ing* form (expresses the purpose of something or its function)
  *CD Roms are used **for storing** information.*
- *with a view to* + *-ing* form
  *Jack bought an old house **with a view to renovating** it.*

We can express **negative purpose** using:

- *in order not to/so as not to* + infinitive
  *She had some breakfast **so as not to/in order not to be** hungry.*

  Note: We never use *not to* to express negative purpose.
- *prevent* + noun/pronoun (+ *from*) + *-ing* form
  *Seat belts **prevent drivers (from) having** serious injuries.*
- *avoid* + *-ing* form
  *He studied hard **to avoid failing** the test.*
- *so that* + *can't/won't* (present/future reference)
  *I'll take some notes **so that I won't** forget the important information.*
- *so that* + *couldn't/wouldn't* (past reference)
  *He turned the music down **so that** he **wouldn't** wake the baby.*

Remember!

So has many different uses. Be careful not to confuse them when using **so** to express purpose. *I was feeling tired, **so** I went to bed early.* (this shows result, not purpose) *He turned the music down **so that** he wouldn't wake the baby.* (this shows purpose)

7 **Join the sentences using the words in brackets.**

1 He took his compass. He didn't want to get lost in the woods. **(in case)**
He took his compass in case he got lost in the woods.

2 This is a toaster. You use it to toast bread. **(for)**
....

3 Ian set his alarm clock. He didn't want to miss the meeting. **(so as not to)**
....

4 Jess called me. He reminded me to bring his MP3 player. **(in order to)**
....

5 I spoke softly. I didn't want to wake the baby. **(so that)**
....

6 They took an umbrella. They didn't want to get wet. **(avoid)**
....

7 Dan kept the old coin. He wanted to start a coin collection. **(with a view to)**
....

8 I'll write it down in my agenda. I don't want to forget. **(so that)**
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Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/expressions:

- *as a result/therefore/consequently/as a consequence* – *We want to go on holiday. As a result/Therefore/Consequently/As a consequence, we are saving up money.*
- *so* – *I was feeling ill, so I went to the doctor's.*
- *such a/an* + adjective + singular countable noun – *It was such a great performance that we want to see it again.*
- *such* + adjective + plural/uncountable noun – *They are such nice people that I am going to invite them to my party. He gave us such good advice that we solved the problem.*
- *such a lot of* + plural/uncountable noun – *There were such a lot of books on my desk that I couldn't work. There was such a lot of dust in the room that I couldn't breathe.*
- *so* + adjective/adverb – *The story was so boring that the students lost interest.*
- *so* + adjective + *a(n)* + noun – *He was so clever a boy that he passed all his exams.*
- *so much/little* + uncountable noun – *There is so much pollution in the city that John wants to move. Paul has got so little time that he can't go out this weekend.*
- *so many/few* + plural noun – *There were so many people at the performance that there was standing room only. She had so few friends that she often felt lonely.*

11 Rewrite the two statements using the word(s) in brackets.

1 A: The teacher couldn't find the students' tests anywhere.
B: I know! The whole class had to retake the test. **(as a result)**
The teacher couldn't find the students' tests. As a result, the whole class had to retake the test.

2 A: There is plenty of information on the topic on the Internet.
B: Yes, but it could take hours to find exactly what you're looking for. **(such a lot of ... that)**
....
....

3 A: My new school is very close to home.
B: You can even walk there. **(so ... that)**
....
....

4 A: It's cold here!
B: Yes, I know. I'll turn on the heating. **(so ... that)**
....
....

5 A: The world population is increasing too fast.
B: We won't have enough food to feed everyone soon. **(as a result)**
....
....

6 A: That was a wonderful holiday.
B: I agree. I think I want to go back there again. **(such a ... that)**
....
....

12 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 They were in such a rush they couldn't stop for lunch.
LITTLE They had *so little time* they couldn't stop for lunch.

2 She's such an energetic person she prefers to jog to work.
SO She's .... she prefers to jog to work.

3 Joe hurt his leg while skateboarding because he wasn't careful.
CONSEQUENTLY Joe wasn't careful while skateboarding .... his leg.

4 We didn't take long at the bank because there was a short queue.
FEW There were .... waiting at the bank that we didn't take long.

5 It was such a tiring lecture that I couldn't keep my eyes open.
SO The lecture .... I couldn't keep my eyes open.

6 That cat is so lazy it's always lying on the sofa.
SUCH It is .... it's always lying on the sofa.

7 Parents have to supervise their children because there is a lot of violence on TV.
SO There is .... on TV that parents have to supervise their children.

7 Clauses of Concession

Clauses of Concession

Clauses of concession are used to express a contrast. They are introduced with the following words/expressions:

- *but* – *He was ill, **but** he still went to work.*
- *although/even though/though* + clause
  Even though is more emphatic than *although*. *Though* is informal and is often used in everyday speech. It can also be put at the end of a sentence. ***Although/Even though/Though** we wore scarves and gloves, we were cold.*
  *We were cold **although/even though/though** we wore scarves and gloves. / We were cold. We wore scarves and gloves, **though**.*
- *in spite of/despite* + noun/*-ing* form – ***In spite of/Despite** our hard work, we didn't finish on time. / We didn't finish on time **in spite of/despite working** hard.*
- *in spite of/despite* + *the fact that* + clause – ***In spite of/Despite the fact that** he was rich, he wasn't happy.*
- *however/nevertheless* – A comma is always used after *however/nevertheless*. *He wasn't invited to the party. **However/Nevertheless**, he turned up.*
- *while/whereas* – *She is artistic, **while/whereas** her brother is more practical.*
- *yet* (formal)/*still* – *The sun was shining, **yet** it was rather warm. / My grandfather is 90. **Yet**, he is **still** able to look after himself.*
- *on the other hand* – *I would like to eat at a fancy restaurant. **On the other hand**, I can't afford it.*

Remember!

- ***In spite of/Despite*** can be placed in the middle of the sentence. *Dan will take part in the race **in spite of/despite** being unfit.*
- We use the perfect *-ing* form to show that the action happened before the result. *They didn't win, **in spite of/despite having** trained so hard.*

13 **Circle the correct item.**

1 ...... the heavy traffic, we managed to get to work on time.
A However [✓ B In spite of] C While

2 I eat a lot of meat ...... my sister is a vegetarian.
A in spite B while C despite

3 He enjoys the opera. He doesn't like rock concerts, ...
A whereas B on the other hand
C though

4 The music at the party was great, ... the food was horrible.
A despite B but C in spite

5 Bobby fell off his bike. ......, he wasn't hurt.
A While B Although C However

6 They decided to go for a walk ...... the roads were icy.
A whereas B even though C despite

7 ...... it sounds like a good idea, there's something about it I don't like.
A Although B Despite C In spite of

8 We followed the recipe, ... the result wasn't very good.
A whereas B while C yet

14 **Rephrase the sentences using the words in brackets, as in the example.**

1 I paid attention in class. I didn't understand the Maths problem. **(despite, although)**
Despite paying attention in class, I didn't understand the Maths problem.
Although I paid attention in class, I didn't understand the Maths problem.

2 Sue tried her best. She didn't win the public speaking contest. **(nevertheless, in spite of)**
....
....

3 George sings in a band. He can't play any musical instruments. **(however, but)**
....
....

4 They look tired. They spent the weekend at the cabin. **(even though, despite)**
....
....

5 It was late. Patrick decided to go out with friends. **(although, however)**
....
....

6 Rihanna is my favourite singer. I don't have her latest CD. **(though, yet)**
....
....

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc.
To form exclamatory sentences we can use *what (a/an)*, *how*, *such*, *so* or a negative question.

- *so* + adjective/adverb – *The view is so marvellous! He dances so beautifully!*
- *such* + *a/an* (+ adjective) + singular countable noun – *This is such a playful puppy!*
- *such* (+ adjective) + uncountable/plural noun – *We had such beautiful furniture! Those are such polite children!*
- *what* + *a/an* (+ adjective) + singular countable noun – *What a pretty girl!*
- *what* (+ adjective) + uncountable/plural noun – *What helpful advice! What trendy clothes!*
- *how* + adjective/adverb – *How clever he is!*
- negative question (+ exclamation mark) – *Isn't he a gifted singer!*

15 Fill in: *what (a/an)*, *how*, *such (a/an)*, or *so*.

1 *What a* perfect diamond!
2 He's .... strange!
3 .... nice clothes!
4 .... fast he swims!
5 It's .... expensive car!
6 .... clever she is!
7 It's .... difficult exam!
8 .... lovely weather!
9 .... kind she is!
10 .... beautiful eyes she's got!
11 It was .... great party!
12 The journey was .... tiring!
13 .... nice day!
14 These bags are .... heavy!
15 .... noisy children!
16 She's .... clumsy!
17 He's .... graceful dancer!
18 .... exhausted you look!
19 It was .... scary film!
20 Karen cooks .... well!

16 Make exclamations using negative question forms.

1 It's so exciting! *Isn't it exciting!*
2 He dresses smartly! ....
3 They can play well! ....
4 James is so strong! ....
5 She talks too much! ....
6 He can draw perfectly! ....
7 They are so friendly! ....
8 Julie sings beautifully! ....
9 It's unbelievable! ....

17 Fill in the missing words in the email below.

Dear Mr and Mrs Pappas,

I'm writing to thank you for letting me stay at your summer house in Santorini last week. It was **1)** *such* a wonderful experience! It was my first time in Greece and your warm hospitality made me feel **2)** .... much a part of your family!
I truly enjoyed our tour of the ancient city at Akrotiri. **3)** .... an amazing civilisation it was! I didn't realise how advanced their architecture was. And the boat ride to Caldera afterwards was **4)** .... an exciting way to see the volcano up close and catch a view of the Santorini cliffs! I still can't believe **5)** .... spectacular this island is!
Thank you for welcoming me into your home and making me feel so relaxed. It was **6)** .... a wonderful experience! If you are ever in Barcelona, don't forget to come visit. I would be more than willing to offer you a place to stay to return your kindness. Above all, it would be **7)** .... nice to see you both again!

Best wishes,
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Clauses of Place

Clauses of place are introduced with ***where***, ***wherever***, ***everywhere***, ***anywhere***, etc. *We'll enjoy ourselves* ***wherever*** *we go.*
Will/Would are never used in clauses of place. *Everywhere I look I find your things.* (NOT: ~~*Everywhere I will look...*~~)

20 Fill in: *where*, *wherever*, *everywhere* or *anywhere*.

1 *Wherever* I looked, there were people protesting in the streets.
2 Did you see .... I placed my folder?
3 Sit .... you like.
4 You can find this book .... It's a best seller right now.
5 I couldn't find a parking place .... near the shops.

21 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 Mr Mitchell held onto his daughter's bike so she wouldn't fall.
PREVENT Mr Mitchell held onto his daughter's bike to *prevent her from* falling.

2 John was late for work because he had trouble starting his car.
THEREFORE John had trouble starting his car, ... for work.

3 The children were frightened on account of the thunder storm.
REASON The thunder storm was .... were frightened.

4 I live so close to school that I don't have to take the bus.
SINCE I don't have to take the bus .... to school.

5 2003 was the year my son was born.
WHEN 2003 was the year .... born.

6 The Davidsons wanted to buy a house so they asked the bank for a loan.
ORDER The Davidsons asked the bank for a loan .... a house.

7 They went to the animal shelter as they intended to choose a pet.
VIEW They went to the animal shelter .... a pet.

22 Circle the correct item.

1 .... it was snowing heavily, they started climbing the mountain.
A Despite [✓ C] Even though
B In spite of D However

2 Tom and Rick were making .... noise that Dad told them to be quiet.
A such a C such a lot of
B so many D consequently

3 I'll call you .... I leave the office.
A the time C immediately
B the moment D since

4 .... the fact that her doctor told her to rest, Laura went to work.
A Although C Despite
B However D Nevertheless

5 I'll drive you .... you want to go!
A everywhere C where
B whereas D wherever

6 Parcels will not be delivered, ... postal workers are on strike.
A because of C for
B now D on account of

7 .... the delay was the thick fog.
A Due to C The reason for
B The reason why D On account of

8 Scott brushes his teeth .... he goes to bed at night.
A the moment C no sooner
B before D by the time

9 I was feeling hot. ...., I decided to open a window.
A As a result C So much
B Such D Such a

10 .... you're all here, we can start the meeting.
A For C The reason for
B Now that D Consequently

11 He looked through the paper .... finding a job.
A so that C to
B with a view to D for

12 I've bought her a watch .... her birthday.
A for C so as
B with a view D in order

7 Linking Words

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore, etc. – *We were **both** happy **and** excited.*

Negative Addition

neither ... nor, nor, neither, either

*__Neither__ Sarah **nor** Jim lives here.*

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.

*Claire is hardworking, **but** not very sociable.*

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – *All the stories were funny, but the last one **in particular** was hilarious.*

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc. – *We couldn't watch the film **because** we weren't old enough.*

Condition

if, whether, only if, in case of, in case, provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.

*I'll write your telephone number down **in case** I forget it.*

Purpose

to, so that, so as (not) to, in order (not) to, in order that, in case, etc.

*We hurried home **so that** we wouldn't be late for dinner.*

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc.

*It was **so** cold **that** we stayed indoors.*

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc. – *I didn't leave the class **until/till** I'd finished my project.*

Place

where, wherever

*We don't know **where** to spend our holidays this summer.*

Exception

except (for), apart from

*My party was great **apart from** the mess we made.*

Relatives

who, whom, which, what, that

*That's the song **which/that** made it to the top of the charts.*

Listing Points/Events

To begin: *initially, first, at first, firstly, to start/begin with, first of all*, etc. – ***First of all**, I opened a new document.*

To continue: *secondly, after this/that, second, afterwards, then, next*, etc. – ***Then**, I typed the report.*

To conclude: *finally, lastly, in the end, at last, eventually*, etc. – ***Finally**, I saved it under a new name.*

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.

***To sum up**, we feel that more money should be spent on education.*

23 Choose the correct item.

1 There's a train that goes up north, **and/but/so** it doesn't go by that town.
2 He's going to have the party **after/if/unless** his parents change their plans.
3 Can you pick up some groceries for me **until/while/before** you come home?
4 We went out **although/in spite/despite** the heavy rain.
5 **If/Because/Although** of the strike, we had to take a taxi to get to work.
6 I needed to hear her voice, **because/and/so** I called her on the phone.
7 We all enjoy skateboarding, **while/so/and** Jake prefers riding his BMX.
8 **Wherever/Where/Whenever** Peter goes, he always makes new friends there.

24 Join the sentences using the linkers in brackets.

1 The children went for ice cream. They had eaten all their dinner. **(after)** *The children went for ice cream **after** they had eaten all their dinner.*
2 She didn't tell her the whole truth. She didn't want to hurt her feelings. **(so as not to)** ....
....
3 First you clean out your room. Then, we'll go shopping. **(only if)** ....
....
4 The twins are very sweet. They are charming, too. **(both ... and)** ....
....
5 She left work. All the shops had closed. **(by the time)** ....
....

25 Choose the correct item.

There are plenty of reasons for planning your next trip to the city of Madrid. 1) *C*, it is a city with a rich history. It has been the capital of Spain since 1562. Moreover, Madrid is a very special place 2) .... its medieval centre, the Prado Museum, great churches and squares. It 3) .... has an impressive opera house and many of the city's monuments and palaces are well-preserved, 4) .... it is possible to relive the history of the city. For this reason, many people visit Madrid every year. 5) ...., I believe that 6) .... a trip like this may be costly, Madrid is a city worth visiting.

1	A As	B In short	[✓ C] Firstly
2	A due to	B so	C because
3	A therefore	B however	C also
4	A and	B so	C but
5	A To sum up	B Even though	C For example
6	A also	B although	C because of

26 Join the sentences using a suitable word or phrase from the list.

- such ... that
- where
- as well as
- even though
- neither ... nor
- provided (that)

1 The government passed the law. The people did not agree.
The government passed the law, even though the people did not agree.

2 They have a house in Italy. They have a villa in Spain.
....

3 I don't feel like watching a DVD. Angela doesn't feel like watching a DVD.
....

4 He can come with us. He behaves himself.
....

5 This is the flat. I used to live here.
....

6 It was a perfect sunny day. We went on a picnic.
....

27 Fill in the gaps with the appropriate linkers.

1 *Whenever* I see George, he's in a hurry.
2 They left for school .... they had breakfast.
3 He looks .... he's going to eat that cake all by himself.
4 That was .... a terrible thing to do to him. You should apologise!
5 I'll bring a change of clothes with me .... I stay overnight.
6 You'll miss the flight .... you hurry.
7 They couldn't remember .... they had parked their car.
8 That man over there is the one .... house has burnt down.

28 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 I grew up in that house.
THE That's *the house where I grew* up.

2 She has decided to buy a motorbike; we can't stop her.
PREVENT We can't ....
.... a motorbike.

3 I gave them a summary of the events because I didn't want to bore them with the details.
SO I didn't want to bore them with the details, ...
.... a summary of the events.

4 He got a speeding ticket because he was driving very fast.
RESULT He was driving very fast ....
....
he got a speeding ticket.

5 It was such a great party that we all stayed until late.
SO The party was ....
.... we all stayed until late.

6 He bought a bicycle as he intended to ride it to work every day.
VIEW He bought a bicycle ....
....
it to work every day.

7 Martha is tall and thin. Her sister is short and plump.
WHEREAS Martha is tall and thin, ...
.... short and plump.

8 The Passive

The Passive

We form the **passive** with the verb *to be* in the appropriate tense and the **past participle** of the main verb.

	Active	Passive
Present simple	*They **clean** the office every day.*	*The office **is cleaned** every day.*
Present continuous	*They **are cleaning** the office now.*	*The office **is being cleaned** now.*
Past simple	*They **cleaned** the office yesterday.*	*The office **was cleaned** yesterday.*
Past continuous	*They **were cleaning** the office at 6:00 this morning.*	*The office **was being cleaned** at 6:00 this morning.*
Future simple	*They **will clean** the office tomorrow.*	*The office **will be cleaned** tomorrow.*
Present perfect	*They **have** already **cleaned** the office.*	*The office **has** already **been cleaned**.*
Past perfect	*They **had cleaned** the office before we arrived.*	*The office **had been cleaned** before we arrived.*
Modals	*They **can clean** the office.*	*The office **can be cleaned**.*
Infinitive	*They want **to clean** the office.*	*They want the office **to be cleaned**.*

Notes:

a) The **present perfect continuous** and the **past perfect continuous** are not normally used in the passive.

b) We can use the verb ***to get*** instead of the verb ***to be*** in everyday speech when we talk about things that happen by accident or unexpectedly. *Mary's cat **got** run over by a car.* (instead of *Mary's cat **was** run over ...*)

Use

We use the **passive**:

- when the person or people who do the action are **unknown**, **unimportant** or **obvious** from the context. *The book **will be published** next week.* (We don't know who will publish the book.) *The costumes **are being prepared**.* (It's unimportant who is doing it.) *He **was arrested** on Monday.* (It's obvious that the police arrested him.)
- when the action itself is more important than the person/people who does/do it, as in **news headlines**, **newspaper articles**, **formal notices**, **advertisements**, **instructions**, **processes**, etc. *Several houses **were destroyed** in the earthquake.*
- when we want **to avoid taking responsibility** for an action, or when we **refer to an unpleasant event** and we do not want to say who or what is to blame. *A page **was torn out** of my book. Does anyone know anything about it?*
- to **emphasise the agent**. *This picture **was painted** by Leonardo da Vinci.*

……

Changing from the **active** into the **passive**:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition *by* or is omitted.

	Subject	Verb	Object
ACTIVE	*Terry*	*is writing*	*the invitations.*
	Subject	Verb	Agent
PASSIVE	*The invitations*	*are being written*	*by Terry.*

- Only transitive verbs (verbs which take an object) can be changed into the passive.
  Active: *Jack repaired the computer.* (transitive verb)
  Passive: *The computer was repaired by Jack.*
  BUT Active: *Tony arrived at the cinema on time.* (intransitive verb)
  No passive form: ~~*The cinema was arrived at by Tony on time*~~.
  Note: Some transitive verbs (***have***, ***exist***, ***seem***, ***fit***, ***suit***, ***resemble***, ***lack***, etc) cannot be changed into the passive. *You resemble your mum.* (NOT: ~~*Your mum is resembled by you*~~.)
- ***By*** + **the agent** is used to say who or what carries out an action. *The program was created by Microsoft.*
  With + **instrument/material/ingredient** is used to say what the agent used. *The walls were decorated with paintings.*
- The agent can be omitted when the subject is ***they***, ***he***, ***someone/somebody***, ***people***, ***one***, etc.
  Active: *They caught the robbers outside the door.*
  Passive: *The robbers were caught outside the door.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *Hamlet was written by Shakespeare.*
- With verbs which can take two objects, such as ***bring***, ***tell***, ***send***, ***show***, ***teach***, ***promise***, ***buy***, ***sell***, ***read***, ***offer***, ***give***, ***lend***, etc, we can form two different **passive** sentences.
  Active: *Frank sent Mary flowers.*
  Passive: a) *Mary was sent flowers by Frank.* (more usual)
  b) *Flowers were sent to Mary by Frank.* (less usual)
- If in an active sentence a preposition follows a verb, then in the passive the preposition is placed immediately after the verb.
  Active: *A dog bit Alan on the leg.*
  Passive: *Alan was bitten on the leg by a dog.*

The Passive 8

- The verbs *hear*, *help*, *see* and *make* are followed by the **bare infinitive** in the active, but by the ***to* infinitive** in the passive.
  Active: *Mum **made** me **tidy** my desk.*
  Passive: *I **was made to tidy** my desk by Mum.*
- *Let* becomes ***be allowed to*** in the **passive**.
  Active: *Our Art teacher **let** us share our paints.*
  Passive: *We **were allowed to** share our paints by our Art teacher.*
- To ask questions in the **passive**, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form.
  Active: *Has he painted the wall yet?*
  Passive: *Has the wall **been painted** yet?*
- When we want to find out who or what performed an action, the **passive** question form is ***Who/What ... by***? *Who was the poem written by?*

Personal/Impersonal constructions

The verbs ***believe***, ***expect***, ***feel***, ***hope***, ***know***, ***report***, ***say***, ***think***, etc, are used in the following **passive** patterns in personal and impersonal constructions.
Active: *They **believe** he lives in Bath.*
Positive: a) **subject (person) + passive verb + *to*-infinitive** (personal construction) – *He **is believed** to live in Bath.*
b) ***It* + passive verb + *that*-clause** (impersonal construction) – *It **is believed** that he lives in Bath.*

1 Expand the headlines to make sentences in the *passive*.

1 THIEVES CAUGHT RED HANDED AFTER BANK RAID LAST NIGHT

2 WORKERS CONTINUE STRIKE AFTER COLLEAGUE FIRED LAST WEEKEND

3 BEYONCE'S NEW ALBUM ALREADY RELEASED

4 HEALTH CENTRE OPENED BY MAYOR TOMORROW

5 PAINTING FOUND IN CELLAR NOW EXAMINED BY EXPERTS

6 HUGE PRICE CUTS EXPECTED IN SUMMER SALES STARTING TOMORROW

7 LOCAL FILM FESTIVAL ORGANISED BY TOWN COUNCIL NEXT MONTH

1 *Thieves were caught red handed after a bank raid last night.*
2 ....
....
3 ....
....
4 ....
....
5 ....
....
6 ....
....
7 ....
....

2 Put the verbs in brackets into the correct *passive* tense. Then ask and answer questions using the *passive* form of the verbs.

Woman Fell from Cliffs in Devon

A woman 1) *was rushed* **(rush)** to hospital today after falling from cliffs on the north coast of Devon. The cliff gave way suddenly and it 2) .... **(think)** that the footpath, which runs along the edge of the cliffs, 3) .... **(must/weaken)** by recent heavy storms. The woman 4) .... **(say)** to be in critical condition after 5) .... **(rescue)** earlier today, having suffered multiple injuries. The woman 6) .... **(expect)** to make a full recovery, according to doctors.

A spokesperson for the local council has confirmed that since the incident the cliff footpath 7) .... **(close off)** and a detailed examination 8) .... **(currently/undertake)** of the area.

1 Where/woman/injure?
Where was the woman injured?
She was injured on the north coast of Devon.
2 How/woman/injure?
3 When/woman/rescue?
4 Why/cliff footpath/close off?
5 What/currently/undertake?

8 The Passive

3 Choose the correct item.

The British Academy of Film and Television Arts (BAFTA) is a charity in the United Kingdom that gives awards for excellence in film, television, video games and forms of animation. BAFTA **1)** *A* founded in 1947 as the British Film Academy, **2)** .... leading figures in the British film industry. Every year BAFTA holds a film awards ceremony to reward the best work of any international production that **3)** .... seen on British cinema screens during the previous year.
BAFTA **4)** .... supported by a membership of around 6500 people from the film, television and video game industries. The winners of awards in various categories **5)** .... decided by the BAFTA members who vote according to their expertise. Finally, the Best Film **6)** .... voted on by all members.
The awards ceremony takes place in February every year and the event **7)** .... attended by many famous actors and actresses, film producers and directors. Since 2008, the ceremony **8)** .... held at the Royal Opera House in London's Covent Garden. 2000 people **9)** .... accommodated and it is considered **10)** .... the perfect setting for such a ceremony in recognition of British film.
Although tickets to the ceremony **11)** .... available only to people working in the industry, normally the show **12)** .... broadcast on television within a few hours of the actual event. However, there is a chance for the public to get closer to the stars. For this you must queue for a wristband, and these **13)** .... out on a first come, first serve basis. If you are lucky enough to get a wristband, you **14)** .... granted access to the public pens where you can watch the stars arriving on the red carpet.

1	[✓ A] was	B has	C be	D were
2	A by	B with	C from	D to
3	A is being	B was been	C was being	D has been
4	A be	B is	C being	D are
5	A was	B is	C are	D were
6	A are	B being	C be	D is
7	A is	B are	C were	D was
8	A has been	B being	C to be	D was being
9	A can to be	B can be	C can been	D can being
10	A be	B being	C to be	D been
11	A is made	B be made	C are made	D is to make
12	A had	B has	C is	D been
13	A to give	B are given	C been given	D are gave
14	A to be	B were	C being	D will be

4 Write the personal or impersonal form of each sentence.

1 It is reported that the jury has reached a verdict.
The jury *is reported to have reached a verdict.*

2 Police believe that the crime was carried out by a local gang.
The crime ....
....

3 He is known to be working for the local council.
It ....
....

4 They are expected to arrive in the next few minutes.
It ....
....

5 It has been reported that they have found the missing documents.
The missing documents ....
....

6 It is thought that the students are planning a surprise for their teacher.
The students ....
....

5 Rewrite the following text in the *passive*.

The Voyage of the Dawn Treader

Michael Apted directed the hit fantasy film *The Voyage of the Dawn Treader*, which is the third sequel in the *Chronicles of Narnia* series. Walden Media released the film in 2010. Most critics gave the film excellent reviews. The children take a courageous voyage on the fantastic ship Dawn Treader and they find the Great Lion Aslan. Will they save the land of Narnia from the magical creatures and its enemies? Adventure lovers will surely enjoy this film. Michael Apted will film another sequel called *The Silver Chair*.

The hit fantasy film The Voyage of the Dawn Treader, *which is the third sequel in the* Chronicles of Narnia *series, was directed by Michael Apted.*

....
....
....
....
....
....

6 Circle the correct item.

1 A: Do you know who was responsible for the damage?
B: No, but the matter ....
A is investigated [✓ C] is being investigated
B be investigated D been investigated

2 A: Was your holiday accommodation nice?
B: Yes, excellent. Everything we could have possibly needed ....
A had provided C has to be provided
B was provided D is provided

3 A: Is Jeremy still out of work?
B: No. He .... by a travel company as a rep.
A to be employed C will be employed
B has been employed D should be employed

4 A: Have you spoken to Henrietta?
B: Yes. She .... the results just before I rang.
A is given C has been given
B will be given D had been given

5 A: Why has the plug ....?
B: I don't know. Sally was using the toaster last.
A been taken out C take out
B to be taken out D taken out

6 A: Laura's aunt gave her a trip to New York for her birthday.
B: Wow! I'd love .... such a fantastic birthday present.
A be given C to be given
B been given D was given

7 A: Where did you put the notice about the event?
B: On the main notice board so it .... by everyone.
A can be seen C can to be seen
B can see D can to see

8 A: Harry King is such a good swimmer!
B: Yes, he .... many medals for his swimming achievements this year.
A is awarded C has been awarded
B was being awarded D awarded

9 A: Hasn't the order .... to the customer yet?
B: Actually it has. It was sent yesterday.
A be sent C to be sent
B been sent D being sent

10 A: The beach is covered in rubbish.
B: I've heard it .... by some volunteers at the weekend.
A been cleaned C is going to be cleaned
B will cleaned D to be cleaned

7 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 The dishes are still dirty.
WASHED The dishes *haven't been washed* yet.

2 They had just sold the last one before I got there.
BEEN The last one .... before I got there.

3 You should throw that yoghurt out if it's past its sell-by date.
BE That yoghurt .... if it's past its sell-by date.

4 They believe the ruins date back to the 14th century.
TO The ruins .... date back to the 14th century.

5 My brother told me the joke.
TOLD I .... by my brother.

6 They think that the new department store will open in June.
THOUGHT It .... that the new department store will open in June.

7 Architects are making plans for the new complex at the moment.
BEING Plans .... for the new complex.

8 They believe Michael is staying with relatives in Canada.
BE Michael .... with relatives in Canada.

9 Take this medicine on an empty stomach.
MUST This medicine .... on an empty stomach.

10 The teacher made me rewrite the essay.
TO I .... the essay.

11 My parents didn't let me stay up late when I was young.
ALLOWED I .... stay up late when I was young.

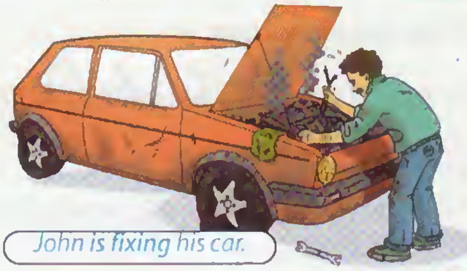
12 Tina sent Mary a postcard.
TO A .... by Tina.

13 They expect she will recover soon.
EXPECTED It .... recover soon.

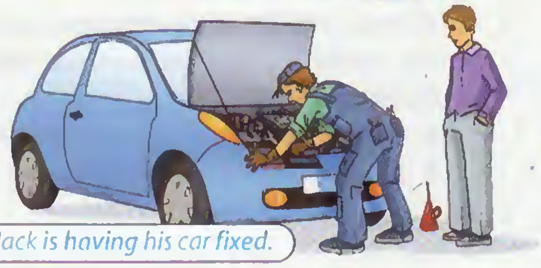
9 Causative Form

Causative Form

- We use *have* + object/(thing) + past participle to say that we arrange for someone to do something for us.
  *Frank asked the artist to paint his portrait. Frank **had his portrait painted**.*
  (He didn't have to do it himself. The artist did it.)
- The verb *to have*, used in the causative, forms its negation and question with *do/does* (present simple) or *did* (past simple).
  *Ema **didn't have** the cooker **installed**. **Did** she **have** the cooker **installed**?*
- *Get* is often used in the **causative** instead of *have*.
  *Did you **have/get** your bike **repaired**?*
- The **causative form** can be used instead of the passive to refer to accidents and misfortunes.
  *Bill **had his bike stolen** last week.*
  (= Bill's bike was stolen last week.)



John is fixing his car.



Jack is having his car fixed.

Present simple	*She **cleans** the school.*	*She **has** the school **cleaned**.*
Present continuous	*She **is cleaning** the school.*	*She **is having** the school **cleaned**.*
Past simple	*She **cleaned** the school.*	*She **had** the school **cleaned**.*
Past continuous	*She **was cleaning** the school.*	*She **was having** the school **cleaned**.*
Future simple	*She **will clean** the school.*	*She **will have** the school **cleaned**.*
Present perfect	*She **has cleaned** the school.*	*She **has had** the school **cleaned**.*
Past perfect	*She **had cleaned** the school.*	*She **had had** the school **cleaned**.*
Present perfect continuous	*She **has been cleaning** the school.*	*She **has been having** the school **cleaned**.*
Modals	*She **must clean** the school.*	*She **must have** the school **cleaned**.*
Infinitive	*She **wants to clean** the school.*	*She **wants to have** the school **cleaned**.*

Remember!

- ***Make/Have* + object/(person) + bare infinitive** is used to express that someone causes someone else to do something, but their meaning is slightly different. *Mum **made us do** all our homework before going to the park.* (Mum **insisted** that we do our homework before going out.) *We **had the choir sing** another song.* (We **asked** the choir to sing another song.)
- ***Get* + object/(person) + *to* infinitive** shows that someone **persuades** someone else to do something. *My brother **got me to take** the dog for a walk.* (He **persuaded** me to take the dog for a walk.)

1 Read the situations, then write sentences using the *causative* form.

1 My back is aching. I need a therapist to massage it. What should I do?
You should have your back massaged by a therapist.

2 Simon is at the service station. The attendant is filling his tank with petrol. What is Simon doing?
....
....

3 Jacob has prepared a memo and it will be sent to all employees. What will Jacob do?
....
....

4 A seamstress has sewn a lovely gown for Helen. What has Helen done?
....
....

2 Complete the sentences with the verbs in brackets in the appropriate form.

1 He had the reception desk *give* **(give)** him a wake-up call at 7:00 am.

2 John has all his weekly expenses .... **(pay)** by his employers.

3 He made Annie .... **(rewrite)** her essay.

4 She got her husband .... **(mow)** the lawn.

5 James had his car .... **(wash)** the other day.

6 She had her sister .... **(translate)** the text from Spanish into English.

7 I am having my car .... **(service)** at the moment.

8 She's going to get her passport .... **(renew)** before her trip.

3 Circle the correct item.

1 I always ...... my jumpers dry-cleaned.
[✓ A] have C was having
B am having D to have

2 While we were away, we ....
A having redecorated the house
B will be having the house redecorated
C had the house redecorated
D the house had redecorated

3 A: The car is making a strange noise.
B: You should ....
A had it checked C checked
B will have checked D have it checked

4 You will need ...... for your passport.
A having a photograph took
B be having a photograph took
C to have a photograph taken
D have a photograph take

5 Rachael prefers ...... by Simon.
A to have cut her hair C have her hair cut
B having her hair cut D her hair having cut

6 A: Did you hear what happened to Thomas?
B: Yes. He ...... yesterday.
A had broken his house
B his house was broken into
C got broken into his house
D had his house broken into

7 Jane was so tired she ...... them a take-away.
A got Gary to order
B gets Gary to order
C was getting to order Gary
D has got Gary order

8 They ...... when I spoke to them.
A will have fitted a new carpet
B have a new carpet fitted
C were having a new carpet fitted
D have had fitted a new carpet

9 A: Why didn't Bill join us on Thursday?
B: He ...... his knee X-rayed.
A was having C has
B will be having D is having

10 They ...... their car stolen last month.
A had C having
B have D to have

4 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 A pickpocket stole his mobile phone in a busy shopping centre.
STOLEN He *had his mobile phone stolen* in a busy shopping centre.

2 Teresa insisted that I should think about it carefully.
MADE Teresa .... about it carefully.

3 The garage has resprayed my car and it looks fantastic.
HAD I .... and it looks fantastic.

4 The theatre is being designed by a local architect.
ARE They .... by a local architect.

5 Her leg was broken in the accident.
GOT She .... in the accident.

6 She arranged for her neighbour to water the plants while she was away.
HAD She .... by her neighbour while she was away.

7 The vet checks our cat's health every six months.
CHECKED We .... every six months.

8 When Harriet goes on holiday she asks her neighbour to keep an eye on the house.
HAS When Harriet goes on holiday she .... an eye on the house.

9 Please don't insist that I should wash the dishes tonight.
MAKE Please .... the dishes tonight.

10 Lucy convinced me to join the gym with her.
GOT Lucy .... the gym with her.

11 The boxer broke his nose in a fight.
BROKEN The boxer .... in a fight.

12 The teacher is going to ask them to rewrite the essay.
HAVE The teacher is going .... the essay.

10 Reported Speech

Reported Speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word ***that*** can either be used or omitted after the introductory verb (***say, tell, suggest***, etc).
She said (that) she would help me.

Say/Tell

- ***say*** + no personal object – *He **said** he was very hungry.*
- ***say*** + ***to*** + personal object – *He **said to us** (that) he was very hungry.*
- ***tell*** + personal object – *He **told us** he was very hungry.*

Expressions formed with ***say***, ***tell*** and ***ask***.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Dave said, "I'm visiting **my** cousins today."* → *Dave said (that) **he** was visiting **his** cousins that day.*
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Out-of-date reporting
The introductory verb is in the past simple and the tenses change as follows:

Direct speech	→	Reported speech
Present Simple *"I **live** in Poland."*	→	Past Simple *He said (that) he **lived** in Poland.*
Present Continuous *"I **am watching** a film this afternoon."*	→	Past Continuous *He said (that) he **was watching** a film that afternoon.*
Present Perfect *"I **have eaten** lunch."*	→	Past Perfect *She said (that) she **had eaten** lunch.*
Past Simple *"I **walked** to work yesterday."*	→	Past Simple or Past Perfect *She said (that) she **walked/had walked** to work the previous day.*
Past Continuous *"I **was sleeping** at the time."*	→	Past Continuous or Past Perfect Continuous *He said (that) he **was sleeping/had been sleeping** at the time.*
Future (will) *"I **will visit** you tomorrow."*	→	Conditional (would) *He said (that) he **would visit** me the next day.*

Note: The **past perfect** and **past perfect continuous** remain the same.

Certain words and time expressions change according to the meaning as follows:

now	→	*then, immediately*	*next week*	→	*the week after, the following week*
today	→	*that day*	*ago*	→	*before*
yesterday	→	*the day before, the previous day*	*here*	→	*there*
tomorrow	→	*the next/following day*	*this, these*	→	*that, those*
this week	→	*that week*	*come*	→	*go*
last week	→	*the week before, the previous week*	*bring*	→	*take*

- **Verb tenses change** in **reported speech** when we consider what the speaker said to be **untrue**.
  Ireland is a continent. → *He said that Ireland* ***was*** *a continent.* (We know it is not.)
- **Verb tenses can either change or remain the same** in reported speech:
  a) when reporting someone's words a short time after they were said (**up-to-date reporting**).
  Direct speech: *Joan said, "I still* ***haven't finished*** *my homework."*
  Reported speech: *Joan said (that) she still* ***hasn't/hadn't finished*** *her homework.*
  b) when reporting a **general truth** or **law of nature**.
  The teacher said, "The Sahara ***is*** *a desert."* → *The teacher said (that) the Sahara* ***is/was*** *a desert.*
- **Verb tenses remain the same** in reported speech:
  a) when the **introductory verb** is in the **present**, **future** or **present perfect**.
  James ***has (often) said***, *"I love team sports."* → *James* ***has (often) said*** *(that) he* ***loves*** *team sports.*
  b) in **type 2** and **3 conditionals**, tenses do not change.
  "If I ***were*** *you, I* ***would eat*** *more healthily," Linda said to me.*
  Linda told me (that) if she ***were*** *me, she* ***would eat*** *more healthily.*

Reported Questions

- **Reported questions** are usually introduced with the verbs ***ask***, ***inquire***, ***wonder*** or the phrase ***want to know***.
- When the direct question begins with a question word (***who***, ***where***, ***how***, ***when***, ***what***, etc.), the **reported question** is introduced with the same question word.
  *"****How long*** *have you known Peter?"* (direct question)
  He asked me ***how long*** *I had known Peter.* (reported question)
- When the direct question begins with an auxiliary (***be***, ***do***, ***have***), or a modal verb (***can***, ***may***, etc.), then the **reported question** is introduced with ***if*** or ***whether***.
  "Is there any juice left?" (direct question)
  He asked me ***if/whether*** *there was any juice left.* (reported question)
- In **reported questions**, the verb is in the affirmative. The question mark and words/phrases such as ***please***, ***well***, ***oh***, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
  "When is the next flight to Paris, please?" (direct question)
  She asked me when the next flight to Paris was. (reported question)

Indirect Questions

Indirect questions are used to ask for advice or information. They are introduced with: ***Could you tell me ...?*** – ***Do you know ...?*** – ***I wonder ...*** – ***I want to know ...*** – ***I doubt ...***, etc and the verb is in the affirmative. If the indirect question starts with ***I want to know ...*** – ***I wonder ...*** or ***I doubt ...***, the question mark is omitted.
"How old is Peter?" → *Do you know* ***how old Peter is****?*
"Who wrote the report?" she asked me. → *She wondered* ***who had written the report.***
"Did Fred send the order?" he asked me. → *He wanted to know* ***if/whether Fred had sent the order.***

Reported Orders

To **report orders**, we use the introductory verbs ***order*** or ***tell*** + **sb** + **(not)** ***to*** **infinitive**.
"Pay attention!" (direct order) → *He* ***ordered*** *them* ***to pay attention.*** (reported order)
"Don't touch the screen!" (direct order) → *She* ***told*** *us* ***not to touch the screen.*** (reported order)

Modals in Reported Speech

Modals change as follows:

will/shall	→	*would*
can	→	*could* (present reference)/*would be able to* (future reference)
may	→	*might/could*
shall	→	*should* (asking for advice)/*would* (asking for information)/*offer* (expressing offers)
must	→	*must/had to* (obligation) (*must* remains the same when it expresses possibility or deduction)
needn't	→	*didn't need to/didn't have to* (present reference)/*wouldn't have to* (future reference).

10 Reported Speech

Reported Commands/Requests/Suggestions/Instructions etc

To report commands, requests, suggestions, instructions, etc, we use a special introductory verb followed by a *to* infinitive, *-ing* form or *that*-clause, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ *to* infinitive		
agree	*"Yes, I'll give you my notes."*	*She **agreed** to give me her notes.*
claim*	*"I'm getting a pay rise."*	*He **claimed** to be getting a pay rise.*
demand*	*"I want to leave right now."*	*He **demanded** to leave then.*
offer	*"Would you like me to water the plants?"*	*He **offered** to water the plants.*
promise*	*"I'll pick up the clothes from the dry cleaner's."*	*He **promised** to pick up the clothes from the dry cleaner's.*
refuse	*"No, I won't work on Sunday."*	*He **refused** to work on Sunday.*
threaten*	*"If you don't tidy up your room, I'll take away your laptop."*	*He **threatened** to take away my laptop if I didn't tidy up my room.*
+ sb + *to* infinitive		
advise	*"You should take singing lessons."*	*He **advised** me to take singing lessons.*
allow	*"You can watch the DVD now."*	*He **allowed** me to watch the DVD then.*
ask	*"Please turn the music down."*	*He **asked** me to turn the music down.*
beg	*"Please, please give me some money."*	*He **begged** me to give him some money.*
command	*"Run!"*	*He **commanded** them to run.*
encourage	*"Go on, enter the art competition."*	*He **encouraged** me to enter the art competition.*
forbid	*"You cannot use the laboratory."*	*He **forbade** them to use the laboratory.*
invite	*"Will you go shopping with me?"*	*He **invited** me to go shopping with him.*
order	*"Turn off the television!"*	*He **ordered** me to turn off the television.*
remind*	*"Don't forget to switch off your mobile phones."*	*He **reminded** them to switch off their mobile phones.*
warn*	*"Don't make fun of your classmates."*	*He **warned** me not to make fun of my classmates.*
+ *-ing* form		
accuse sb of	*"You broke the MP3 player."*	*He **accused me of** breaking the MP3 player.*
admit (to)*	*"Yes, I took the library books."*	*He **admitted (to)** taking/having taken the library books.*
apologise for	*"I'm sorry I forgot your CDs."*	*He **apologised for** forgetting my CDs.*
boast about/of*	*"I'm brilliant at Maths."*	*He **boasted about/of** being brilliant at Maths.*
complain (to sb) of/about*	*"I feel bored."*	*He **complained (to me) of/about** feeling bored.*
deny*	*"I didn't take the money."*	*He **denied** taking/having taken the money.*
insist on*	*"You must see a lawyer."*	*He **insisted on** my seeing a lawyer.*
suggest*	*"Why don't we make a pizza?"*	*He **suggested** making a pizza.*
+ *that* clause		
explain	*"It is cheaper to go by bus."*	*He **explained** that it was cheaper to go by bus.*
inform sb	*"Your courses begin in two weeks."*	*He **informed** me that my courses began in two weeks.*

* The verbs marked with an asterisk can also be followed by a **that-clause** in reported speech.
She claimed that she had met the President.

Reporting a dialogue or a conversation

In **dialogues** or **conversations** we use a mixture of statements, commands and questions. When we report dialogues or conversations, we use: ***and, as, adding that, and he/she added that, explaining that, because, but, since, so, and then he/she went on to say, while, then,*** etc or the introductory verb in the present participle form. Exclamations such as: ***Oh!, Oh dear!, Well!,*** etc are omitted in Reported Speech.

"Oh dear, it's late. Let's go home," she said. → *She said that it was late **and suggested** going home.*

"I can't watch the film," she said. "It's too violent." → *She said that she couldn't watch the film **because** it was too violent.*

"I'm hungry," she said. "I didn't have any breakfast this morning." → *She said that she was hungry, **explaining that** she hadn't had any breakfast that morning.*

Exclamations - *Yes/No* short answers - Question tags

- **Exclamations** are replaced in Reported Speech with ***exclaim***, ***thank***, ***wish***, ***say***, ***cry out in pain***, etc, ***give an exclamation of surprise/horror/disgust/delight***, etc. The **exclamation** mark becomes a full stop. Exclamatory words such as **Oh!**, **Eek!**, **Wow!**, etc are omitted in the reported sentence.
  "Wow!" he said when he saw my pet snake. → *He **cried out in surprise** when he saw my pet snake.*
  She said, "Have a safe trip!" → *She **wished** me a safe trip.*
  "What a beautiful picture!" she said → *She **exclaimed that** it was a beautiful picture.*
- ***Yes/No*** **short answers** are expressed in Reported Speech with a **subject + appropriate auxiliary verb or subject + appropriate introductory verb**. *"Will you do the washing-up?" she said. "No," he replied.* → *She asked him if he would do the washing-up, but he said he **wouldn't**. OR She asked him if he would do the washing-up, but he **refused**.*
- **Question tags** are omitted in Reported Speech. We can use an appropriate introductory verb to retain their effect. *"They're still working, aren't they?" she said* → *She **wondered** if they were still working.*

The Subjunctive

The **Subjunctive** is similar in form to the bare infinitive and is often used with ***that***-clauses. It is mostly used after the verbs ***demand***, ***insist***, ***recommend***, ***request***, ***suggest***, ***propose***, etc and after the adjectives ***essential***, ***vital***, ***advisable***, ***important*** and ***necessary***.
Pattern: **verb + (*that*) + subject + (*should*) + bare infinitive**
*I suggest (that) you **take** notes during the lecture.* (more usual)
*I suggest (that) you **should take** notes during the lecture.* (less usual)

1 Turn the following sentences into *reported speech*.

1 "I have to do my homework tonight," Alice said.
Alice said that she had to do her homework that night.

2 "The Black Rhinoceros is an endangered species," the teacher said.
……………………………………………………………………
……………………………………………………………………

3 "I am going to the library on my way home," Gregg said.
……………………………………………………………………
……………………………………………………………………

4 "Did Patrick invite you to his wedding, Mary?" Eric asked.
……………………………………………………………………
……………………………………………………………………

5 "I haven't spoken to my cousin since last weekend," said George.
……………………………………………………………………
……………………………………………………………………

6 "Remember to turn off the cooker in 15 minutes," she said to Helen.
……………………………………………………………………
……………………………………………………………………

7 "Clear up the dinner table," she said to me.
……………………………………………………………………
……………………………………………………………………

2 Turn the following sentences into *reported speech*.

1 "Who will be coming to the party tonight?" Larry asked.
Larry asked who would be coming to the party that night

2 "Does he have any experience in public speaking?" (I wonder ...)
I wonder if/whether he has any experience in public speaking.

3 "Are you truly happy in your new job?" she asked me.
……………………………………………………………………
……………………………………………………………………

4 "Why didn't David tell me about the change of schedule?" he asked.
……………………………………………………………………
……………………………………………………………………

5 "Where did you put the CDs we bought yesterday?" (He wanted to know ...)
……………………………………………………………………
……………………………………………………………………

6 "Who is going to teach us when Mrs Patterson leaves?" (Do you know ...)
……………………………………………………………………
……………………………………………………………………

7 "Can you tell Terry that we are leaving at 8:00 tomorrow morning?" he asked me.
……………………………………………………………………
……………………………………………………………………

10 Reported Speech

3 Circle the correct item.

1 A: What did John say about the window?
B: He claimed .... when he arrived.
[✓ A] that it was broken   C to breaking
B about breaking   D that she broke

2 Pam told .... her at the station at 10 o'clock.
A to us meet   C us to meet
B to us to meet   D we to meet

3 A: Why was his mother shouting?
B: She warned .... cut himself with the sharp knife.
A him to not   C that he didn't
B that he not   D him not to

4 The teacher asked him .... and be quiet.
A to sit down   C to be sitting down
B sitting down   D sat down

5 A: So, how is Pam getting home later?
B: She said that she .... a bus.
A would have caught   C should catch
B would catch   D could be caught

6 A: Did Mum find out what happened to the cake?
B: Yes. Dad finally admitted .... the whole thing!
A to eat   C to have eaten
B have eating   D to having eaten

7 A: What did the teacher say to Judy?
B: He advised .... harder or she would fail the year.
A to study   C her to study
B that she study   D her study

8 A: What did your aunt suggest?
B: She suggested .... at her place for a few days.
A staying   C we to stay
B us to stay   D to staying

9 A: What did the captain say?
B: He ordered .... moving.
A to all of us starting   C to be started
B all of us to start   D starting

10 A: What's the matter with your brother?
B: He said that if he continued to play so badly, the coach .... replace him.
A would have to   C had to
B must   D should

11 She asked me when the next train ....
A arrive   C arrived
B was arrived   D arrives

4 The following people live in a city that was hit by an earthquake last week. Read what they said, then report their words, as in the example.

1 It all happened so fast. We are fortunate it wasn't worse. (Karen)

Karen said (that) it all (had) happened so fast. They were fortunate that it wasn't/hadn't been worse.

2 I saw the ceiling and walls cracking. I was terrified. I grabbed my little girl and crouched under a table. We stayed there all afternoon. (Sheila)

....
....
....
....

3 I heard my wife screaming. I came up from the cellar and saw her standing in the kitchen. All the plates and cups had fallen off the shelves. (Dan)

....
....
....
....

4 I couldn't believe it. I just sat and watched as all my furniture shook. The ceiling lamp was rocking back and forth and then there was complete silence. (Dennis)

....
....
....
....
....

5 Turn the following sentences into *reported speech*.

1 "I'm tired," he said. "I didn't sleep all night."
He said that he was tired explaining that he hadn't slept all night.

2 "I'll close the window. It's getting cold in here," she said.
....
....

3 *Jan:* Can I make an appointment to see Dr Frank, please?
Receptionist: I'm sorry, but he's out at the moment. Would you like me to get him to call you back?
Jan: No, I'll be out. I'll call him later.
....
....
....

4 "We're late," Frank said to Betty. "You weren't ready on time."
....
....

5 "Stop that!" she told him. "You're going to break something."
....
....

6 "Have you got any money?" he said. "I've left my wallet at home."
....
....

6 Turn the following sentences into *reported speech*.

1 "Will you come with me?" she asked.
"Yes, certainly," he said.
She asked him to go with her and he said he would.

2 "Wow!" the little boy said as he looked into the box.
....

3 "They'll arrive on time, won't they?" she said to me.
....

4 "Eek!" she said as the mouse ran under her chair.
....

5 "What a mess!" he said when he saw the kitchen.
....

6 "Excellent!" she said as she handed back my exam.
....

7 "Happy holidays!" we said to Catherine.
....

8 "Can you do this Maths problem?" he asked.
"No," I said.
....

7 Rewrite the following sentences using the *subjunctive*.

1 Take these pills twice a day. **(important)**
It is important (that) you take/should take these pills twice a day.

2 You have to finish this work today. **(essential)**
It ....

3 You should take more exercise. **(recommend)**
The doctor ....

4 Let's go to the theatre. **(suggest)**
I ....

5 You should take a taxi. **(insist)**
She ....

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 "I read three books every week," said Alice.
CLAIMED Alice *claimed to read/that she read* three books every week.

2 "It wasn't me that scratched the new CD," said Diane.
DENIED Diane ....
.... the new CD.

3 "I think it's a good idea to take an umbrella," Pam said to Steve.
ADVISED Pam ....
.... an umbrella.

4 "Why don't we go out for a meal this evening?" said Kevin.
SUGGESTED Kevin ....
.... for a meal that evening.

5 "I would love to dance with you, Pete," said Macy.
AGREED Macy ....
.... with Pete.

6 "The palace is over 500 years old and is said to be haunted," said the tour guide.
EXPLAINED The tour guide ....
.................over 500 years old and was said to be haunted.

7 "I'll write to you every day," Sheila said to her husband.
PROMISED Sheila ....
.... husband every day.

8 "Go on, apply for the job," Patrick said to me.
ENCOURAGED Patrick ....
.... the job.

11 Conditionals

Conditional clauses consist of two parts: the *if*-**clause** (hypothesis) and the main clause (result). When the *if*-**clause** comes before the main clause, the two sentences are separated by a comma. We don't use a comma when the *if*-**clause** follows the main clause. *If the weather is nice, we will go on a picnic. We will go on a picnic if the weather is nice.*

There are four types of **conditionals**:

	If-clause (hypothesis)	Main clause (result)	Use
Type 0: general truth or scientific fact	*if/when* + present simple	present simple	something which is always true
	If/When it snows, it is cold outside.		
Type 1: real present/ future	*if* + present simple/continuous, present perfect/continuous	future/imperative, *can/may/must/could/ might/should* + bare infinitive	something likely to happen in the present or future
	*If I hurry, I **will get** there on time.*		
Type 2: unreal present/ advice	*if* + past simple or past continuous	*could* + bare infinitive *would/ could/might* + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
	*If we **had** a bigger house, we **would have** a guest room. (but we haven't – unreal in the present)* *If I **were** you, I **would work** harder. (advice)*		
Type 3: unreal past	*if* + past perfect or past perfect continuous	*would/could/might* + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	*If I **had known** about the party, I **would have come**.*		

Remember!

- With Type 1 conditionals we can use ***unless*** **+ affirmative verb** (= if + negative verb). *We will not be able to travel to America **unless** we **have** a passport.* (= if we do not have a passport, ...)
- We can use either ***were*** or ***was*** with the first and third person singular in the *if*-**clause** of Type 2 conditionals. *If she **were/was** rich, she would fly first class.*
- Modals can be followed by a continuous infinitive in conditional sentences. *I **would still be painting** the bedroom if Heather hadn't helped me.*
- With Type 2 conditionals we can also use ***could*** in the *if*-**clause**. In this case, it means ***was/were able to***. *If I **could** sing, I'd join a choir.* (If I were able to sing ...)
- ***Might***, ***could*** or ***should*** can be used instead of ***would***, depending on the meaning. *If she **had paid** attention in class, she **might/could/should** have passed the exam.*

- We can form **conditionals** by using words/expressions such as ***unless*** (Type 1 conditionals), ***providing/provided (that)*** ***so/as long as***, ***on condition (that)***, ***what if***, ***suppose/supposing***, ***otherwise*** **(= if not)**, ***but for***, ***even if***, ***in case of/in the event of***, etc.

Unless you've got an invitation, you can't go to the dinner party. (= If you haven't got an invitation ...)
*I'll write my essay for my English class **providing/provided (that)** I find the information.* (= ... if I find the information.)
*You can go out tonight **as long as** you come home by 11:00.* (= If you come home by 11:00 ...)
*I'll let you drive my car **on condition that** you promise to be careful.* (= ... if you promise to be careful.)
*You shouldn't use Dad's laptop without asking him. **What if** you break it?* (= What will you do if you break it?)
***Suppose/Supposing** you won the award, what would you do?* (= If you won the award, ...)
*You'd better hurry up. **Otherwise** we'll miss the beginning of the film.* (= If you don't hurry up, we'll miss the beginning of the film.)
***But for** your help, I wouldn't have got the job.*
(= If you hadn't helped me, ...)
*I wouldn't tell you Joe's secret **even if** I knew it.* (= if I knew.)
***In case of/In the event of** fire, call the fire brigade.*
(= If there is a fire, ...)

- We do not normally use ***will***, ***would*** or ***should*** in an ***if*-clause**. However, we can use ***will*** or ***would*** after ***if*** to make a polite request or express insistence or uncertainty (usually with expressions such as *I don't know*, *I doubt*, *I wonder*, etc.). In this case, ***if*** means ***whether***. We can also use ***should*** after ***if*** to talk about something which is possible, but not likely to happen.
  *If you **will take** a seat, Mr Dickens will be with you in a moment.* (= Will you please take a seat … – polite request)
  *If you **will keep** missing class, I'll inform your parents.* (= If you insist on missing class … – insistence)
  *I wonder **if he'll help** me put up the decorations.* (= I wonder whether … – uncertainty)
  *If you **should see** Tom, give him my regards.* (= I don't really expect you to see him – uncertainty)
- We use ***if*** to show that something might happen, whereas we use ***when*** to show that something will definitely happen.
  If she comes over tonight, I'll give her the letter. (= She might come over.)
  ***When** she comes over tonight, I'll give her the letter.* (= She will definitely come over.)
- We can omit ***if*** in Type 1, 2 and 3 conditionals. In this case ***should***, ***were*** and ***had*** (Past Perfect) come before the subject.
  ***Should you** see Fred, tell him to call me.*
  ***Were she** more responsible, her mum wouldn't be angry with her all the time.*
  ***Had they** booked a table at the restaurant, they wouldn't have had to wait so long.*

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an ***if*-clause** of one type with a main clause of another.

If-clause	Main Clause
Type 2	Type 3
*If you **spoke** two foreign languages,*	*you **would have got** the job.*

If-clause	Main Clause
Type 3	Type 2
*If you **hadn't lied** to our teacher,*	*we **wouldn't be** in trouble now.*

1 Choose the correct item.

1 A: **In the event of/Supposing** lectures were cancelled today, what would you do?
B: I would go shopping with some friends.

2 A: **But for/Only if** your encouragement, I wouldn't have signed up for the art contest.
B: With such talent, I knew you would win.

3 A: Your brother is sorry; why don't you take him with you?
B: I wouldn't change my mind **even if/ but for** he begged me.

4 A: **As long as/Unless** you work out regularly, you won't lose weight.
B: I know, but with my busy schedule, it's hard to find the time.

5 A: Hurry up, **but for/otherwise** you'll miss the start of the film.
B: All right, the popcorn is almost ready.

6 A: Would you like to go out for dinner, Laura?
B: I'd love to **provided/unless** you make reservations at our favourite restaurant.

2 Put the verbs in brackets into the correct tense.

1 A: Dad, unless you *help* **(help)** me with my parking, I *'ll never pass* **(never/pass)** the driving test.
B: OK, I'll get my keys.

2 A: My computer is running too slow.
B: If I .... **(be)** you, I .... **(delete)** some files to free up some hard disk space.

3 A: Can I have some friends over tonight?
B: Yes. Provided that you .... **(finish)** all your chores first.

4 A: John, you could have phoned to let me know you'd be late.
B: Sorry, April. If I .... **(not/leave)** my mobile phone at home, I .... **(call)** you.

5 A: Would you like another cup of coffee?
B: No, thank you. If I .... **(drink)** another cup, I .... **(not/be able to)** sleep tonight. I'll have some tea instead.

11 Conditionals

3 Put the verbs in brackets into the correct tense.

In early March, we went on a school trip to Old Montreal to see the historical part of our city. When we set off it was pleasantly mild, but soon a cold wind began to blow. If I **1)** had checked **(check)** the weather online, I **2)** .... **(know)** it was going to get chilly and **3)** .... **(wear)** a heavier coat. We walked around the Old Port and up the Clock Tower for a fantastic view of the city. We also went skating in the open air skating rink. If we **4)** .... **(have)** more time, we **5)** .... **(be/able to)** take a ferry to Jean-Drapeau Park to see the site of the Expo 67 World's Fair. Our teacher said that if we really **6)** .... **(want)** to see more, we **7)** .... **(come)** back again soon. However, we did spend some time at the famous square, Place Jacques Cartier, and enjoyed the many musicians, magicians and acrobats.

All in all, it was a great trip. If I **8)** .... **(be)** a teacher, I **9)** .... **(plan)** a trip there at least twice a year because there are just so many things to see and do!

4 Fill in the gaps with *will*, *should* or *whether*.

1 If you *will* have a seat, Mrs Andrew will be with you in a minute.
2 I'm not sure .... I've got your telephone number.
3 If Tara .... call, tell her I'll be at work till 7 o'clock tonight.
4 .... the rain continue, the concert will be cancelled.
5 I don't know if I .... be able to come with you tomorrow.

5 Put the verbs in brackets into the correct tense.

1 A: Have you seen Angie?
B: No, but if you should see her, *tell* **(tell)** her I need her to sign some papers.

2 A: I just got Mike's invitation to the party.
B: That's nice. I wonder if he .... **(invite)** me, too.

3 A: Bill, you missed a great football match last night!
B: I know. If I didn't have to study so much for finals, I .... **(see)** it.

4 A: I'm having a very hard time finding a job, Sophie.
B: Well, if you .... **(finish)** your degree, you would have had many more job opportunities.

5 A: Just press restart.
B: I don't know if it .... **(solve)** the problem, but I'll try it.

6 Rewrite the following sentences using *inversion*.

1 If he had been paying attention in class, he wouldn't have had such a hard time doing the assignment.
Had he been paying attention in class, he wouldn't have had such a hard time doing the assignment.

2 If I were you, I would apply for the job.
....
....
....
....

3 If it gets colder, we will put the heating on.
....
....
....
....

4 If they had left home earlier, they wouldn't have missed their flight.
....
....
....
....

5 If he were older, he would be able to watch that film.
....
....
....
....

7 Choose the correct answer.

From Rags to Riches to Rags again!

I'm reading an article about a man who found a million dollars in the street. If this article **1)** .... true, that **2)** .... that his whole life should have changed for the better. But the story goes on to say that one year after he had found the money he was totally broke. If I **3)** .... him, that would never have happened. Were I that lucky, I **4)** .... sure that I invested the money wisely. If that man **5)** .... to me, I would have advised him to buy some stocks or begin a business of some kind. If he had done that, he **6)** .... out living on the streets now like this article says he is. I believe that if people who **7)** .... the lottery or **8)** .... money stopped to think about the situation for a little while instead of rushing out to spend the money, they would be far better off. If people **9)** .... for their future, they will probably **10)** .... much happier.

1 A will be C would have been
[✓ B] is D has been

2 A has meant C had meant
B meant D means

3 A were C had been
B have been D would have been

4 A would make C will make
B will have made D made

5 A comes C would have come
B had come D came

6 A won't be C wouldn't be
B wouldn't have been D hasn't been

7 A will win C would win
B win D won

8 A find C will find
B found D would find

9 A planned C would plan
B will plan D plan

10 A are C would be
B is D be

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 I would have bought you a gift, but I didn't know it was your birthday.
HAD If *I had known it* was your birthday, I would have bought you a gift.

2 As long as you are home by midnight, you can go to the concert.
PROVIDED You can go to the concert .... home by midnight.

3 If there isn't any money in her account, she won't be able to buy the skirt she wants.
UNLESS She won't be able to buy the skirt she wants .... money in her account.

4 We didn't eat lunch because we were late getting to the restaurant.
WOULD If we hadn't been late getting to the restaurant, we .... lunch.

5 They only learnt French because you taught them.
NEVER They .... French if you hadn't taught them.

6 You'd better go to the dentist.
WERE If .... go to the dentist.

7 She didn't study at all, so she got a poor grade.
HAVE If she had studied, she .... a poor grade.

8 I will take you out for a meal, but I must get a pay rise first.
GET Provided ...., I will take you out for a meal.

9 She took her computer in to be repaired, so she couldn't send an email.
TAKEN If .... her computer in to be repaired, she could have sent an email.

10 If you don't leave now, you'll miss your bus.
OTHERWISE You'd better leave now, ... your bus.

12 Wishes/Unreal Past

Wishes

We can use *wish/if only* to express a wish.

Verb Tense		Use
I wish (*If only*) + past simple/ past continuous	*I wish I **was** on holiday.* (but I'm not) *If only we **were going** out tonight.* (but we aren't)	to say that we would like sth to be different in the present
I wish (*If only*) + past perfect	*I wish I **had remembered** her birthday.* (but I didn't) *If only she **hadn't lied** about her test result.* (but she did)	to express regret about something which happened or didn't happen in the past
I wish (*If only*) + subject + *would* + bare infinitive	*I wish you **would stop** shouting.* *If only James **would stop** talking in class.*	to express: • a polite imperative • a desire for a situation or person's behaviour to change

Remember!

- *If only* is used in exactly the same way as *wish*, but it is more emphatic or more dramatic.
- We can use ***were*** instead of ***was*** after ***wish*** and ***if only***. *I wish I were thinner.*
- *Wish* can also mean ***want***. (formal) *I wish to speak to the manager.*

Unreal Past

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present, and the **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called **Unreal Past**. **Unreal Past** is used as follows:

Past Simple	Past Perfect
• Conditionals Type 2 (unreal in the present) *If I **were** you, I'd save up some money.*	• Conditionals Type 3 (unreal in the past) *If I **had made** a list, I wouldn't have forgotten to buy the meat.*
• *wish* (present) *I wish she **were** more responsible at work.*	• *wish* (past) *If only I **hadn't eaten** all the cake.*
• *I'd rather/sooner sb ...* (present) *I'd rather he **travelled** by plane.*	• *I'd rather/sooner sb ...* (past) *I'd rather you **hadn't wasted** so much time chatting online.*
• *Suppose/Supposing* *Suppose your teacher **asked** you to speak in front of the class, what would you do?*	• *Suppose/Supposing* *Suppose the police **had caught** you, what would you have done?*
• *as if/as though* (untrue situation in the present) *She speaks **as if** she **were** the boss.*	• *as if/as though* (untrue situation in the past) *It looked **as if** he **hadn't had** a good night's sleep for days.*
• *it's (about/high) time ...* *It's time you **turned off** your computer.*	

Remember!

Suppose can also be followed by a verb in the present tense to introduce suggestions.
Suppose you invite him to dinner? (= Why don't you invite him to dinner?)

Had Better

had better = should

- *I had better* + present bare infinitive (for present/future reference)
  You'd better recycle that scrap paper. (= You should recycle that scrap paper.)
- *It would have been better if* + Past Perfect (for past reference)
  It would have been better if you had asked for professional advice. (= You should have asked for professional advice.)

Wishes/Unreal Past 12

Would Rather

I would rather = I'd prefer

- When the subject of *would rather* is also the subject of the following verb, we use:
  I'd rather + present bare infinitive (for present/future reference) – *I'd rather have a break now.*
  I'd rather + perfect bare infinitive (for past reference) – *I'd rather have stayed at home last night.*
- When the subject of *would rather* is different from the subject of the following verb, we use:
  I'd rather sb + Past Simple (for present/future reference) – *I'd rather you didn't eat sweets all the time.*
  I'd rather sb + Past Perfect (for past reference) – *I'd rather you had bought the black pair of jeans.*
- *prefer* + gerund/noun + *to* + gerund/noun (general preference) – *I prefer (eating) apples to (eating) grapefruit.*
- *prefer* + full infinitive + *rather than* + bare infinitive (general preference) – *I prefer to sing rather than dance.*
- *would prefer* + full infinitive + *rather than* + bare infinitive (specific preference) – *I'd prefer to have a party at home rather than go to a club.*
- *would rather* + bare infinitive + *than* + bare infinitive *I'd rather watch a DVD than go to the cinema.*

Remember!

We usually use ***I prefer not to*** instead of ***I don't prefer***. *William prefers not to listen to music while revising for a test.*

1 Put the verbs in brackets into the correct tense.

1 A: I wish I *had known* **(know)** you had a spare ticket for the theatre. I would have loved to join you.
B: Oh, if only I .... **(tell)** you. That would have been great!

2 A: I wish I ....**(see)** the film on TV last night. Everyone said it was fantastic.
B: Too bad you missed it. It was amazing!

3 A: Do the boys know their exams start next month?
B: Yes, I wish they .... **(spend)** more time studying instead of playing video games.

4 A: If only I .... **(read)** the instructions properly!
B: I know, it wouldn't have taken so long to put the table together!

2 Rewrite the sentences to express *wishes*.

1 I'm not very good at Art.
I wish I was good at Art.

2 Jane doesn't have enough money to go on holiday.
....

3 I forgot my parents' wedding anniversary.
....

4 I would like to go to the cinema tonight, but I can't.
....

5 Peter plays music late at night.
....

6 I missed an easy goal in today's match.
....

7 I don't know the answer to the question.
....

3 Read the speech bubbles and make sentences, as in the example.

1 I failed my exams. I should have studied more.

I wish *I had studied more.*
If *I had studied more, I wouldn't have failed my exams.*

2 I can't go to work today. I feel ill.

I wish ....
If ....

3 My team didn't play well. We lost the match.

I wish ....
If ....

4 I can't buy a new computer. I don't have enough money.

I wish ....
If ....

12 Wishes/Unreal Past

4 Put the verbs in brackets into their correct tense.

Hi Dad,

You were right! I wish I 1) had listened **(listen)** to you. If only I 2) .... **(take)** a taxi, I wouldn't have missed the train! Right now I'm waiting at the station for the next one. It's very noisy here. I wish it **3)** .... **(be)** quiet. I need to finish some work for tomorrow, but I can't concentrate. If only I **4)** .... **(complete)** it yesterday. I really wish I **5)** .... **(not/leave)** it till the last moment. Oh no! Just my luck, now the battery in my laptop is running low. If only I **6)** .... **(think)** to charge it before I set off. Anyway, I'll be back at 10 pm. Could you pick me up from the station? I wish I **7)** .... **(pay)** for a taxi, but I'm broke!

Love,
Shelley

5 Fill in the gaps with *would rather*, *prefer(s)* or *would prefer*.

1 I *would rather* have played football last Saturday.
2 Do you .... kiting to mountain biking?
3 Katy .... to go to the cinema rather than the opera tonight.
4 Jenny .... Dan hadn't told lies about her.
5 I .... to order a pizza rather than cook dinner.
6 Jillian .... to listen to music rather than watch TV.
7 Sarah .... wait for the bus than walk home.
8 Paul .... apples to oranges.
9 I .... Andy played tennis with Peter tonight.
10 I .... have a salad for lunch instead of a heavy meal.
11 You've got a temperature. I .... you stayed in bed.
12 I .... to learn Spanish rather than German.

6 Put the verbs in brackets into the correct form.

1 A: Jenny said I should have caught the earlier train.
B: I'd rather you *had taken* **(take)** her advice, then you would have been here on time.

2 A: Everyone played really well. It doesn't matter that you didn't win.
B: Yes, but I would rather we .... **(win)**.

3 A: I'm going to Sheila's house.
B: OK. You'd better .... **(take)** your raincoat with you as it's raining.

4 A: Your new blue jacket is beautiful.
B: Thanks, I'd rather .... **(buy)** the green one, but they didn't have it in my size.

5 A: Have you been to a concert lately?
B: No. I prefer .... **(listen)** to CDs to .... **(go)** to concerts.

6 A: I'll take my laptop with me.
B: Actually, I'd rather you .... **(not/take)** it with you.

7 A: Shall we go for a walk?
B: No, thanks. I'd prefer .... **(stay)** in and watch TV.

7 Complete the sentences, as in the example.

1 Your friend wants to copy your homework. You want her to do it herself. What do you say?
I would rather you *didn't copy it and did it yourself.*

2 You are invited to a formal ball, but you don't want to go. What do you say?
I'd rather ....

3 Your friend offers you tickets for the opera in exchange for tickets to the football match. What do you say?
I'd prefer ....

4 Your brother has overslept. You think he will miss his train. What do you say?
You'd better ....

5 Your parents have offered to buy you a new digital camera instead of a new iPod. What do you say?
I'd prefer ....

6 Your friend looks tired. You think he should get some rest.
You'd better ....

8 Choose the correct item.

1 I'd rather **have seen/[✓ not have seen]** that film last night. It was terrible.
2 Jane prefers tennis **to/than** basketball.
3 It's time you **go/went** to school.
4 She looks as though she **hadn't had/didn't have** any sleep at all.
5 I wish I **had/have** more time for reading, but I don't.
6 Peter would rather **go/have gone** skiing yesterday.
7 If only Chris **wouldn't play/hadn't played** his music so loudly all the time.
8 I wish I **could go/can go** to the beach, but I have to stay at home and study for my exams.
9 It would have been better if you **didn't talk/hadn't talked** to Kate last night.
10 I wish I **finished/had finished** the ironing, but there is still a lot to do.
11 If I **were/had been** you, I would join a dance group. You're really good.
12 I'd prefer to pay in cash **than/rather than** by credit card.

9 Put the verbs in brackets into the correct tense.

1 If only Jane *had explained* **(explain)** why she was late, she wouldn't be in trouble now.
2 If we .... **(leave)** earlier, we wouldn't have missed the start of the film.
3 Suppose you .... **(find)** a purse in the street, what would you do?
4 If only I .... **(play)** better, we would have won the match.
5 It's about time our team .... **(win)**!
6 Supposing he .... **(see)** you, what would he have done?
7 I'd rather you .... **(not/go)** out alone at night.
8 Sally talked about Spain as though she .... **(live)** there for years.
9 If James .... **(remind)** me about the meeting, I would have been there.
10 I'd rather you .... **(not/tell)** Sally about her birthday present yesterday.
11 Suppose they .... **(not/show up)**, what would you have done?
12 He's a little boy, but he behaves as if he .... **(be)** an adult.

10 Circle the correct item.

1 Suppose you .... your job tomorrow, what would you do?
A lose [✓ C] lost
B had lost D have lost

2 A: Kim looks really tired today.
B: Yes, she wishes she .... longer, but she had to wake up early.
A could have slept C would sleep
B slept D has slept

3 Mary prefers tennis .... squash.
A rather C than
B from D to

4 I'd rather you .... it with me before buying the tickets.
A discuss C would discuss
B have discussed D had discussed

5 You'd better .... on fatty foods if you want to lose weight.
A to cut down C cut down
B have cut down D cutting down

6 I'd rather you .... tomorrow.
A didn't leave C doesn't leave
B hadn't left D won't leave

7 A: Suppose you .... the lottery, what would you have done?
B: I would have bought my mum a new house.
A have won C won
B had won D would win

8 If only I .... fly.
A can C could
B would D wouldn't

9 A: Did you know I took Sarah to the concert?
B: Yes. I'd rather .... done that without my permission.
A you had C you hadn't
B you wouldn't D you didn't

10 A: Why are you glaring at me?
B: You treat me as if you .... my boss.
A was being C were
B had been D have been

11 A: What's going on with Karen?
B: I don't know. I wish she .... to us.
A can talk C could talk
B will talk D would talk

12 It's about time you .... to drive.
A learn C will learn
B learnt D had learnt

12 Wishes/Unreal Past

11 Choose the correct item.

Dear Larry,

I'm writing to you about the sailing holiday we discussed. Would you rather we **1)** C our own boat and sailed around the islands or hired a boat and captain?

I just came across a great deal on the Internet for a sailing holiday. If only I **2)** .... all the money, I'd book it right away. It's a seven-day sailing holiday around the British Virgin Isles on a boat with our own captain. I think it's time we **3)** .... a holiday doing nothing but relaxing, swimming, snorkelling and not worrying about cooking or cleaning! I would rather **4)** .... that than sail a boat ourselves and plan our meals. It's a little expensive; about €2000 for the week. However, supposing we **5)** .... some more friends to come along? If we did, it **6)** .... the cost and we'd have a blast all together! There's also a 35% discount provided we **7)** .... early. So, we had better **8)** .... soon!

You know, looking at the photos and virtual tours, I wish I **9)** .... live on that boat forever!

Get back to me soon!

Jared

1 A had rented [✓ C] rented
B rent D have rented

2 A have C have had
B had D am having

3 A had spent C spent
B have spent D are spending

4 A had done C do
B have done D did

5 A invited C are inviting
B have invited D were inviting

6 A reduced C would reduce
B are reducing D can reduce

7 A book C booked
B had booked D were booking

8 A decided C would decide
B had decided D decide

9 A could C can have
B can D could have

12 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 I left my job to start my own business, but it's not going well.
WISH I *wish I hadn't left* my job because my own business isn't going well.

2 It would have been better if you had told me earlier.
ONLY If .... earlier.

3 It's a pity you didn't accept the job.
HAD I .... the job.

4 I'll miss the train if I don't hurry up.
BETTER I'd .... or I'll miss the train.

5 He shouldn't have used my laptop.
USED I'd .... my laptop.

6 I would like to buy a new car, but I can't afford it at the moment.
WISH I .... money to buy a new car.

7 I think you should stay at home today.
WERE If ...., I would stay at home today.

8 You'd think she was the boss by the way she acts, but she isn't.
THOUGH She behaves .... the boss.

9 Why don't you pay more attention in class?
WOULD I .... more attention in class.

10 Kay is upset because she didn't pass her driving test.
WISHES Kay .... driving test.

11 I don't like it when Jane borrows my clothes without asking.
ONLY If .... before borrowing my clothes.

12 You should have finished the test by now.
TIME It's .... test.

13 Why didn't you tell me that you were moving house?
RATHER I'd .... me that you were moving house.

Nouns

- Nouns are: **abstract** (*happiness*, *freedom*, etc), **proper** (*Mark*, *Africa*, *Japan*, etc), **group** (*team*, *family*, *government*, etc) and **common** (*table*, *hat*, *sofa*, etc).
- Most common **nouns** referring to people have the same form for men and women. (*teacher*, *doctor*, etc) Others have different forms:

actor - actress
bridegroom - bride
duke - duchess
hero - heroine
host - hostess
husband - wife
king - queen
monk - nun
prince - princess
waiter - waitress
widower - widow
father - mother
nephew - niece
son - daughter
uncle - aunt
lord - lady
policeman - policewoman
emperor - empress, etc

The Plural of Nouns	
Nouns are made plural by adding:	
• *-s* to the noun (*table - tables*, etc).	• *-s* to nouns ending in: vowel + *-o* (*radio - radios*), double *-o* (*zoo - zoos*), abbreviations (*photograph/photo - photos*), musical instruments (*cello - cellos*) and proper nouns (*Navajo - Navajos*). Some nouns ending in *-o* can take either *-es* or *-s*. These are: *buffaloes/buffalos*, *mosquitoes/mosquitos*, *volcanoes/volcanos*, *zeroes/zeros*, *tornadoes/tornados*, etc.
• *-es* to nouns ending in *-s*, *-ss*, *-x*, *-ch*, *-sh* (*bus - buses*, *glass - glasses*, *fox - foxes*, *church - churches*, *brush - brushes*, etc).	
• *-ies* to nouns ending in consonant + *y* (*city - cities*, *party - parties*, etc).	
• *-s* to nouns ending in vowel + *y* (*toy - toys*, *day - days*, etc).	
• *-es* to nouns ending in *o* (*tomato - tomatoes*, etc).	• *-ves* to some nouns ending in *-f/-fe* (*wife - wives*) BUT *chiefs*, *roofs*, *cliffs*, *safes*, etc).
Compound nouns form their plural by adding *-s/-es*:	
• to the second noun if the compound consists of two nouns (*bedroom - bedrooms*).	• to the first noun if the compound consists of two nouns connected with a preposition or to the noun if the compound has only one noun (*mother-in-law - mothers-in-law*, *passer-by - passers-by*).
• to the noun if the compound consists of an adjective and a noun (*ironing board - ironing boards*).	• at the end of the compound if this is not made up of any nouns (*breakdown - breakdowns*).

Irregular Plurals: *man* - ***men***, *woman* - ***women***, *person* - ***people***, *foot* - ***feet***, *tooth* - ***teeth***, *louse* - ***lice***, *mouse* - ***mice***, *child* - ***children***, *goose* - ***geese***, *sheep* - ***sheep***, *deer* - ***deer***, *fish* - ***fish***, *trout* - ***trout***, *ox* - ***oxen***, *salmon* - ***salmon***, *spacecraft* - ***spacecraft***, *aircraft* - ***aircraft***, *means* - ***means***, *species* - ***species***, *hovercraft* - ***hovercraft***

Remember!

When using numbers with plural nouns, the numbers do not take an *-s* unless they are followed by the preposition ***of***. *three hundred years/hundreds of years*

Countable – Uncountable nouns

Nouns can be **countable** (those that can be counted) ***one pen*** - ***two pens***, etc or **uncountable** (those that can't be counted) ***milk***, ***homework***, etc. **Uncountable nouns** take a singular verb and are not used with **a/an**.
Some, ***any***, ***no***, ***much***, etc can be used with them. *Can I have some apple juice, please?*
BUT we use ***a*** in phrases like ***a relief***, ***a pity***, ***a shame***, ***a wonder***, ***a knowledge (of sth)***, ***a help*** even though they are uncountable. *What a help you've been! What a pity! What a shame!*

13 Nouns

Uncountable nouns are:

- Mass nouns (fluids, solids, gases, particles): *milk, bread, air, oxygen, sugar, rice* etc.
- Subjects of study: *History, Maths, Physics, Chemistry, Science,* etc.
- Languages: *Spanish, German, Japanese, Portuguese, Italian,* etc.
- Games: *billiards, basketball, golf, darts, hockey, cricket,* etc.
- Diseases: *flu, pneumonia, measles, mumps,* etc.
- Natural phenomena: *darkness, wind, snow, sunlight,* etc.
- Some nouns: *accommodation, advice, anger, behaviour, business, countryside, courage, dirt, education, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, work,* etc.
- Collective nouns: *cutlery, furniture, jewellery, luggage, machinery, money, rubbish,* etc.

Note: With expressions of duration, distance or money meaning "*a whole amount*" we use a singular verb.
Three thousand euros was what the second-hand car cost.

Many uncountable nouns can be made countable.

*a piece of paper/cake/information/advice/furniture; a **glass/bottle** of water; a **jar** of jam; a **rasher** of bacon; a **box/sheet** of paper; a **packet** of tea; a **slice/loaf** of bread; a **pot** of yoghurt; a **pot/cup** of tea; a **kilo/pound** of meat; a **tube** of toothpaste; a **bar** of chocolate/soap; an ice **cube**; a **lump** of sugar; a **bag** of flour; a **can** of soda; a **carton** of milk; a **pair** of trousers; a **game** of soccer*

Plural nouns

Some nouns represent a group of people or things and are usually followed by a plural verb. These are:

- objects consisting of two parts: **garments** (*jeans*, *pyjamas*, etc) **instruments** (*glasses*, etc) **tools** (*scissors*, etc)
- nouns like: ***clothes*, *congratulations*, *earnings*, *outskirts*, *people*, *police*, *stairs*, *surroundings*, *wages***, etc.
  *The people who **live** next door **are** friendly.*

Group nouns

Group nouns (***army*, *audience*, *class*, *club*, *committee*, *company*, *council*, *crew*, *crowd*, *headquarters*, *family*, *jury*, *government*, *press*, *public*, *staff*, *team***, etc) can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. *The audience **has enjoyed** the performance.* (the audience as a group) *The audience **were given** an autograph at the end of the play* (each person in the audience separately as individuals)

Note how certain nouns can be used in the singular and plural with a difference in meaning.

Singular	Plural
*Could I have **a glass** of water, please?* *I bought my mum a vase made of **glass**.* (the material)	*I broke my **glasses** last night.* (spectacles)
*He walked past the newsstand and bought **a paper**.* (newspaper) *Write your name and telephone number on a piece of **paper**.* (the writing material)	*I left some important **papers** at home.* (documents)
*Tracy has got short blonde **hair**.* (all the hair on her head)	*I found a **hair** in my food.* (a single hair)
*Helen starts **work** at 9.00.*	*We saw beautiful **works** of art at the art gallery.* (creations)
*Ted likes dark **chocolate**.*	*I got some **chocolates** for my birthday.*
*The light **rain** has stopped.*	*The **rains** came later on in the year.*
*The desk is made of **wood**.* (the material)	*We had a picnic in the **woods**.* (forest)
*She has a lot of **experience** in public speaking.* (length of time doing it)	*We enjoyed listening to him describing his **experiences** as a nature photographer.* (events)
*John wants to spend more **time** with his children.*	*How many **times** did you take the driving test?* (occasions)
*I met some friendly **people** in the park.*	*All the **peoples** of the world should have food and clean water.* (nations)

Nouns 13

1 Write the plural of the following nouns.

1 butterfly *butterflies*
2 brother-in-law ....
3 keyboard ....
4 lorry ....
5 window cleaner ....
6 roof ....
7 camcorder ....
8 photo ....
9 scenario ....
10 bank robbery ....
11 safe ....
12 salmon ....
13 radio ....
14 guitar ....
15 life ....
16 video ....
17 goose ....
18 bystander ....
19 witness ....
20 fish tank ....
21 louse ....
22 watch ....
23 zero ....
24 person ....
25 mango ....
26 bus driver ....
27 tomato ....
28 wharf ....
29 dining table ....
30 valley ....

2 Complete each pair below by adding the male or female equivalent.

1 nephew *niece*
2 .... waitress
3 host ....
4 lord ....
5 hero ....
6 monk ....
7 .... empress
8 .... duchess
9 uncle ....
10 .... bride

3 Make the following uncountable nouns plural, as in the example. More than one answer may be possible.

1 soap – three *bars of soap*
2 trousers – two ....
3 rice – four ....
4 cheese – two ....
5 bread – three ....
6 tea – four ....
7 cake – three ....
8 yoghurt – two ....
9 sugar – two ....
10 water – six ....
11 meat – two ....
12 jam – five ....

4 Fill in: *a*, *an* or *some*.

1 Excuse me. Could you give me *some* information about train times?
2 Could you please bring me .... glass of orange juice?
3 We just returned from .... exciting holiday in the Grand Canyon.
4 We saw .... elephant and .... giraffes at the zoo.
5 The doctor said it was just .... cold. What .... relief!
6 I need .... advice on which laptop to buy.
7 Would you like to do .... shopping on Saturday?
8 Sue is making .... cake for the party.
9 It took her .... time to recover from her illness.
10 They bought the clock at .... antique shop in York.

5 Fill in: *a*, *an* or *some*.

1 A: I'd like *a* chicken burger, please.
B: Of course.
2 A: Is there anything to eat?
B: There's .... pasta and .... meat sauce from yesterday.
3 A: I'm going to the new jewellery shop. Would you like to come along?
B: Sure. I need .... new costume jewellery. I'm looking for .... long beaded necklace and .... matching bracelet.
4 A: How long will these strikes go on for?
B: I know. There is .... strike almost every day now. Check the Internet. Maybe there's .... information on that there.
5 A: Would you like .... mayonnaise in your sandwich?
B: No, thanks. I'd prefer .... mustard and .... extra slice of cheese, please.
6 A: Have we got what we need to make the salad?
B: No. We need .... lettuce, ... onion, ... can of tuna and .... mushrooms.
7 A: What did you get for your birthday?
B: I got .... box of chocolates, ... iPhone, ... pyjamas and .... beautiful digital picture frame.
8 A: I'm going to the corner shop at lunch break. Would you like me to get you .... snack?
B: Yes, please. I'd like .... crisps, ... bag of nuts and .... iced tea. Here's .... money.
9 A: Did you have .... nice evening last night?
B: Oh yes. We went for .... walk in the park and had dinner at .... restaurant by the harbour. Then, we went for .... ice cream.

13 Nouns

6 Underline the correct word.

1 A: How was your holiday in Austria?
B: Brilliant! The weather **was/were** perfect for skiing.

2 A: Olivia has got mumps.
B: Poor Olivia – mumps **is/are** rather painful!

3 A: That was a fantastic show!
B: Yes. The audience **was/were** all cheering at the end.

4 A: Their new company **is/are** going from strength to strength.
B: That's great news! They worked hard to set it up.

5 A: I need a new pair of pyjamas; let's look in here.
B: OK. The pyjamas in the window **is/are** nice.

6 A: He had been away for fifteen years and finds it different here now.
B: Fifteen years **is/are** enough time for many things to change.

7 A: What did your tutor advise you to do?
B: Her advice **was/were** for me to drop History.

8 A: Some English pubs have dart boards, don't they?
B: Yes, darts **is/are** very popular in my local pub.

9 A: People **is/are** always telling me to cut my hair.
B: Well, I like it as it is. You're lucky to have long hair.

10 A: Ted's dad makes beautiful jewellery.
B: I agree, but his jewellery **is/are** not cheap!

11 A: What **was/were** the accommodation like on the island?
B: Fantastic! The rooms were just as we had imagined.

12 A: I don't know what he sees in those sculptures. I think they're awful!
B: You know what they say: "Beauty **is/are** in the eye of the beholder"!

13 A: Did you have a nice time at the dinner party last night?
B: Yes, it was great. The food **was/were** really delicious.

7 Finish the sentences without changing the meaning of the first sentence.

1 She has got wavy hair. Her hair *is wavy.*
2 He was given some very interesting information.
Some ....
3 These shoes are very expensive.
This pair of shoes ....
4 They quickly called the police.
The police ....
5 They are teaching Chemistry in room 3B.
Chemistry ....
6 You need to have experience for this job.
Experience ....
7 I like playing billiards more than any other game.
Billiards ....
8 Two porters carried the luggage into the hotel.
The luggage ....

8 Complete the sentences using the nouns in the *singular* or *plural* form.

1 **paper**
A: You'll read about them in tomorrow's *papers.*
B: We need *paper* for the printer.

2 **wood**
A: We love walking in the .... when the bluebells are out.
B: The .... used to make the cupboards came from Madagascar.

3 **glass**
A: There was .... everywhere after the explosion.
B: Sarah put on her .... to read.

4 **work**
A: I can't talk to you right now; I've got so much .... to do.
B: The museum has many .... of Dali as well as other painters.

5 **experience**
A: Paul had some interesting .... during his gap year.
B: She has .... in teaching English.

6 **hair**
A: My mother has got several grey ....
B: There was .... all over the floor at the hairdresser's.

7 **time**
A: I've been to York many .... this year.
B: Have you got .... to stay for tea?

Articles 14

The indefinite article *a/an*

We use *a/an*:

- with **singular countable nouns** when we talk about them in general.
  I want to buy an iPod. (any iPod)
- with the verbs ***to be*** and ***have (got)***.
  Jillian has (got) a dog. It's a German Shepherd.
- before ***Mr/Mrs/Miss/Ms*** when we refer to an unknown person.
  A Mr Davis left a message for you this morning.
  (a person that we don't know)
- to show:
  - a) **price in relation to weight**. *(two euros a kilo)*
  - b) **distance in relation to speed**. *(100 km an hour)*
  - c) **frequency**. *(twice a month)*

We **do not** use *a/an*:

- with **uncountable** nouns or **plural countable** nouns. We use *some* instead of *a/an*.
  We need some paper plates and some juice for the party.
  He bought her some sweets.
- **before an adjective** if it is not followed by a noun.
  This book is funny. **BUT** *This is a funny book.*

A(n)/One

We use:

- *a/an* to refer to an unspecified thing with the meaning ***any one***. *She read an article.* (We are not talking about a specific article.)
  one when we are counting, to put emphasis on number. *She read one article.* (She didn't read two articles.)
- ***one*** with the words ***day***, ***week***, ***month***, ***time***, ***year***, ***winter***, ***morning***, ***night***, etc or with a specific day or month to say when something happened, usually in narration.
  One warm spring day, Fay and Wallace decided to go on a picnic. One Monday, Pam was coming out of the mall when she saw a thief.
- ***one day*** to refer to the future.
  One day, people will travel into space.
- ***one*** or ***one of*** ... when we mean one person/thing out of many. It usually contrasts with ***another/other(s)***. *One parcel was mine, but the others were for my brothers. One of my friends is Russian.*
- ***a/an*** or ***one*** with no difference in meaning when counting or measuring money, distance, weight, time, etc.
  He paid a/one hundred and fifty euros for his new GPS.
  I bought a/one jar of jam. He spent a/one week sightseeing in Rome.

One/Ones

We use:

- ***one*** in the singular and ***ones*** in the plural to avoid repeating the noun when it is clear what we mean.
  My dog is the one with the pointed ears. I don't wear baggy trousers. I wear tight ones.
- ***a/an*** with ***one*** when there is an adjective before ***one***.
  I want to buy a book. I want a paperback one. **BUT** *I want to buy a computer. I want one with a flat screen monitor.*
- ***one/ones*** with ***this/that***. *I don't like this pair of shorts, but I like that one.*
- ***which one(s)*** in questions. *I like the purple T-shirt. Which one do you like?*

1 Fill in *a/an* or *one(s)*.

1 The maximum speed limit on motorways in Britain is 112 km *an* hour.
2 Mary slept at her friend's house .... night last week.
3 If you know how to use .... computer, I can give you .... interesting game to play.
4 There's .... Ms Davis in the flat next door.
5 I'd like to have .... salad with my pizza.
6 Yesterday we went to .... open-air restaurant to have lunch.
7 My brother is the .... who is wearing boots.
8 These biscuits are much tastier than the .... I usually buy.
9 Argentina was .... of the first teams to play in the World Cup.

2 Fill in *a/an* or *one(s)*.

1 She bought him *a* very expensive watch as a gift for his birthday.
2 Jason is .... of the best basketball players in school.
3 .... time we went hiking in .... forest and camped beside .... lovely river.
4 Simone has got .... excellent piano teacher.
5 We waited half .... hour for .... bus. Finally .... came, but it was full of people.
6 She has two daughters. .... is a teacher and the other a reporter.
7 If you are on .... diet, you'll have to stop eating junk food.
8 I'd like you to make .... copy for Mr Jenkins and a few extra .... for everyone else in the office.

3 Fill in *a*, *an* or *the* where necessary.

1 A: What did you see when you visited Barcelona?
B: We did a lot of walking through .... Old City. We visited .... Pavilion and went to .... Picasso Museum.

2 A: This is my friend .... Alice.
B: It's .... pleasure to meet you, Alice.

3 A: There was .... interesting show on .... television last night. Did you see it?
B: No, we were watching a film on .... Internet.

4 A: Do you want me to buy .... newspaper?
B: Yes, ... *Times*. There is .... interesting article in it about .... economy.

5 A: Have the children ever seen .... dolphin?
B: Well, they saw .... show at .... City Aquarium last year.

6 A: What do you know about .... India?
B: It's .... country in .... Asia, in .... Indian Ocean.

7 A: You look lost. Are you .... tourist?
B: Yes, I'm American. I'm from .... small town in .... Nebraska.

8 A: Is .... red bag yours?
B: No, mine has got .... red sticker on it.

9 A: Why didn't you go to football practice .... yesterday? Were you ill?
B: No, but my aunt was and I went to .... hospital to see her.

10 A: Are these .... Christina's glasses?
B: No, they're .... mine.

11 A: Did you have .... nice time at .... theatre last night?
B: Yes. It was .... pleasant evening and .... musical was great.

12 A: Will you be at home tomorrow .... morning?
B: No, I'll be at .... work until .... afternoon.

13 A: Have you ever visited .... Netherlands?
B: Yes, I was there last summer. We stayed at .... Park Hotel in .... Amsterdam.

14 A: Did you see .... football match on Saturday?
B: Yes, I did. What .... pity Real Madrid lost!

4 Choose the correct alternative.

1 Bob is studying Biology/the Biology because he wants to become doctor/a doctor.
2 **The polar bear/Polar bear** lives in **the Arctic/Arctic**. **Polar bears/The polar bears** have white fur and eat mostly **seals/the seals**.
3 We took the children to **the city zoo/city zoo** at the weekend. They loved seeing **zebras/the zebras**.
4 Simon has bought **a hybrid car/the hybrid car**. It runs on **petrol/the petrol** or batteries.
5 We spent our holidays in **a cottage/cottage** very near **beach/the beach**. **The accommodation/An accommodation** was very comfortable and **the view/view** was fantastic.
6 Bob doesn't watch **the television/television** very much. He's usually too busy playing **basketball/the basketball** or surfing **Internet/the Internet**.
7 We all went to **cinema/the cinema** last night. Helen was **last/the last** person to arrive because she had been waiting for **the bus/bus** for an hour.
8 The month I spent in **Italy/the Italy** was one of **best/the best** times in my life.

5 Fill in *a/an* or *the* where necessary.

Dear Emily,

How are you? We are having **1)** *the* time of our lives here in **2)** .... Scotland. This week, we are staying in **3)** .... Shetlands, which are a group of islands in **4)** .... North Sea. It was challenging getting here. It was **5)** .... 14-hour journey on **6)** .... ferry boat over rough seas. But it was worth **7)** .... trip!

Some of **8)** .... finest wool comes from here, so **9)** .... islands are full of **10)** .... sheep. We are staying in **11)** .... Lerwick, which is **12)** .... largest town of **13)** .... islands. We spend our days walking along **14)** .... coast where we have seen some **15)** .... spectacular panoramic views. At night, we attend **16)** .... interesting musical event or listen to **17)** .... storyteller. **18)** .... Shetlanders love to sing and dance and tell **19)** .... spooky stories! Of course, it's **20)** .... little difficult to understand them as they speak Sheltland and their own version of **21)** .... English!

Anyway, we leave in two days. Don't forget to send us **22)** .... email if you can't meet us at **23)** .... airport.

Lots of love,

Amanda and John

14 Articles

6 Write an article in each gap where necessary.

Tanya: Hello?

Richard: Hi, Tanya, it's 1) – Richard.

Tanya: Oh, hi, Richard! How was 2) .... concert? Did you have a good time?

Richard: Fantastic! Dave and I went by 3) .... car so we were almost 4) .... first to arrive at 5) .... stadium. We found 6) .... great spot right in front of 7) .... stage.

Tanya: How was 8) .... music?

Richard: Great! They've got 9) .... new band member who plays 10) .... saxophone. It's too bad you had to stay 11) .... home. Have you still got 12) .... fever?

Tanya: No, I felt much better 13) .... last night. I watched 14) .... documentary about wildlife in 15) .... Africa on 16) .... television. It gave me 17) .... few ideas for 18) .... project we have to do. I even did 19) .... search on 20) .... Internet about it.

Richard: That's good. I really didn't have 21) .... time to think about it over 22) .... weekend as I wasn't here. I'll have 23) .... look in 24) .... book I have about Africa to see what I can find there.

Tanya: OK, then. See you tomorrow in 25) .... school.

Richard: See you!

7 Fill in *a/an* or *the* where necessary.

Glastonbury Tor

When you are in 1) *the* south of England, why don't you visit 2) .... Glastonbury Tor? Driving to Glastonbury, you cannot miss 3) .... soft green hill of 4) .... Tor which you can see from 5) .... great distance. It looks like 6) .... island rising above 7) .... flat countryside of 8) .... Somerset. Although it has 9) .... long history full of myths and legends that go as far back as 10) .... ancient times, 11) .... only ruin still standing is 12) .... tower which was built in 13) .... early 1300s. It is 14) .... symbol of Glastonbury and many believe it has magical powers. That's why thousands of 15) .... visitors each year take 16) .... long walk through 17) .... meadows and up 18) .... spiral maze that leads to 19) .... top of 20) .... hill.

21) .... visitors staying in Glastonbury village can go to 22) .... hill by 23) .... car, bus or on 24) .... foot. There is 25) .... small museum which is open every day except 26) .... Sunday. There is no charge for 27) .... admission to the site, but 28) .... donations are welcome. 29) .... site is open to 30) .... public all year round.

8 Complete the sentences with *a/an* or *the*, where necessary, using the words in the list. Then, answer about yourself.

- day
- violin
- dinner
- Mount Olympus
- cafeteria
- President
- biking
- spaghetti

1 A: Have you ever wanted to learn to play *the violin*?
B: *No, but I'm learning to play the piano.*

2 A: Do you eat your lunch in ....?
B: ....

3 A: How many hours .... do you spend reading?
B: ....

4 A: Would you like to meet .... of the United States?
B: ....

5 A: Do you know how to cook ....?
B: ....

6 A: What are we having for .... tonight?
B: ....

7 A: Do you like mountain ....?
B: ....

8 A: Do you know anyone who has climbed ....?
B: ....

9 Rewrite the sentences correctly, adding articles where necessary.

1 Reporters were waiting outside Parliament to ask Prime Minister about the new law which bans smoking in restaurants.
Reporters were waiting outside Parliament to ask the Prime Minister about a new law which bans smoking in restaurants.

2 We went to Stamford Bridge Stadium first day we were in London to see match between Chelsea and Arsenal.
....
....

3 Mobile phones have made communication with home easy for travellers all over world.
....
....

4 In 19th century, there were few doctors and medical care was only available to wealthy.
....
....

5 I'll give you ring tomorrow after school and we can shop for clothes in new shopping centre that opened last week.
....
....

Emphasis/Inversion

15

Inversion

We can invert the subject and the auxiliary verb in a sentence to give emphasis. If there is no auxiliary verb, we use ***do/does*** (present simple) or ***did*** (past simple) in the interrogative. There are two ways to invert the subject and the verb:

a) **modal/auxiliary verb + subject + main verb** It is used in the following cases:

- in questions. – *Can you really speak five languages?*
- after the following words or expressions, when they come at the beginning of a sentence: ***seldom, rarely, little, barely, nowhere (else), never (before), only in this way, only then, hardly (ever) ... when, no sooner ... than, not only ... but (also), not until, not (even) once, on no account, only by, in no way, in/under no circumstances, so/such, not since,*** etc. – *Never (before) have I read such an interesting article. Not only does she sing beautifully but she (also) plays the flute. Rarely do we spend our pocket money on sweets.* BUT *We rarely spend our pocket money on sweets.* (There is no inversion because the word ***rarely*** does not come at the beginning of the sentence.)

Remember!

- When the expressions ***only after, only by, only if, only when, not until/till*** come at the beginning of a sentence, the inversion is in the main clause.
  Only after I had returned home did I realise that I had left my laptop at work.
  Only if you exercise regularly will you keep fit.
- We use ***little*** with certain verbs (***realise, suspect, know,*** etc) to mean ***I didn't realise at all ...*** . *Little did she know that Peter had booked tickets for a luxury cruise.* (She didn't know anything about the luxury cruise.)

- with ***so, neither, nor, as*** to express agreement.
  "I listen to rock music." "So do I." (We use ***so*** to agree with an affirmative statement.)
  "I don't play a musical instrument." "Neither/Nor do I." (We use ***neither/nor*** to agree with a negative statement.)
  She was a gifted artist, as was her mother/and so was her mother.
- with ***should, were, had*** when they come at the beginning of an ***if***-clause instead of ***if***.
  Type 1: *Should you see Pat, tell her to call me.* (= If you should see ...)
  Type 2: *Were I you, I would study harder.* (= If I were you ...)
  Type 3: *Had I known you were on your own, I would have helped you.* (= If I had known you were on your own ...)

b) **main verb + subject** It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
  Here comes the train! There goes Jane!
  Note: If the subject is a pronoun, there is **no inversion**. *Here she comes!* (NOT: ~~*Here comes she!*~~)
- in direct speech when the subject of the introductory verb is a noun.
  "I haven't finished," said Carol./Carol said. "I'll meet you outside the cinema," said Helen./Helen said.
  BUT *"How can I help you?" he asked.* (NOT: ~~*asked he*~~ because the subject of the introductory verb is a pronoun)

Emphasis

We can put **emphasis** on certain words or parts of a sentence using the following:

- ***It is/was ... who/which/that***
  a) *James is washing the car. – It is James who/that is washing the car.* (emphasis on the subject: ***James***)
  b) *James is washing the car. – It is the car that James is washing.* (emphasis on the object: ***the car***)
- ***All (that) = The only thing (that)***
  All (that) you need is someone to give you a hand.
- ***What***
  a) *Jogging keeps me healthy.* (subject) *What keeps me healthy is jogging.* OR *Jogging is what keeps me healthy.*
  b) *We enjoy hiking.* (object) *What we enjoy doing is hiking.* OR *Hiking is what we enjoy doing.*
- ***What ... do*** (emphasis on verb) – *Tony makes furniture. What Tony does is (to) make furniture.*
- question word + ***ever*** (usually shows surprise)
  Who ever told you I was leaving the company?
  Which and ***whose*** are not used in this case.
  Whose bag is that? (NOT: ~~*Whose ever*~~ *bag ...*)
  Note: Question words + ***ever*** (except for ***why***) can be written as one word. *Whoever would do a thing like that?*
- We use ***do/does/did*** + **infinitive without *to*** in the present simple, past simple or the imperative to give emphasis.
  a) *She goes to aerobic class every afternoon. She does go to aerobic class every afternoon.*
  b) *He said he would help us move house. He did say he would help us move house.*
  c) *Have some chocolate. Do have some chocolate.*

15 Emphasis/Inversion

1 Rewrite the following, putting emphasis on each part of the sentence.

1 Rachel flew to Paris early this morning.
It was Rachel who/that flew to Paris early this morning./It was Paris that Rachel flew to early this morning./It was early this morning that Rachel flew to Paris.
2 My neighbours put up a satellite dish last week.
....
....
....
3 Steve Miller published his first book two years ago.
....
....
....
4 Lionel Messi won the Ballon d'Or trophy in 2010.
....
....
....

2 Rewrite these diving safety tips using *what*, as in the example.

1 You must get the proper training.
What you must do is get the proper training.
2 You must never dive alone.
....
3 You have to check your equipment before a dive.
....
4 You must not panic if something happens underwater.
....
5 You and your diving partner have to plan every dive in advance.
....
6 You must always check the weather forecast and ocean conditions.
....

3 Read the information, then rewrite it emphasising the words in bold.

1 **James Cameron** directed *Avatar*.
It was James Cameron who/that directed Avatar.
2 **Sam Worthington and Zoe Saldana** played the lead roles.
....
3 The film was released **in 2009**.
....
4 The film became a huge success **soon after its release**.
....
5 The film won **three Oscars** in 2010.
....

4 Rewrite the sentences, putting emphasis on the words in bold.

1 **Who** designed that wedding gown?
Whoever designed that wedding gown?
2 **Where** did you find your dining table?
....
3 Fiona **bought** a new hi-tech digital camera.
....
4 **Help** yourself to anything you want.
....
5 **Rihanna** first sang the song *Umbrella* in 2007.
....
6 The film premiered **in London, England**.
....
7 **Call** him back; he might answer the phone now.
....
8 She was born **in May 1995**.
....
9 **The neighbour's dog** ruined our lawn.
....
10 I need **a new pair of sunglasses**.
....
11 He **received** a medal for bravery.
....
12 **Who** would call us this late at night?
....
13 Did **you** turn off the DVD player?
....
14 **My aunt** called the police.
....
15 You should **concentrate more while you're doing your homework**.
....

5 Fill in *so*, *neither/nor* and the appropriate verb.

1 A: I'd like to go skydiving one day.
B: *So would I.* It must be so exciting.
2 A: I really enjoyed that film.
B: .... It was very funny.
3 A: I didn't understand a word he said.
B: .... I'll ask him to repeat it.
4 A: I was thinking about ordering a pizza.
B: .... Shall I order a large one?
5 A: I don't usually go away at the weekends.
B: .... I prefer to stay home and relax.
6 A: I've read Victoria Hislop's *The Island*.
B: .... I loved it.

6 Rewrite the sentences, beginning with the words in bold.

1 The children rested **under a tree**.
Under a tree rested the children.
2 The cat sat **on the sofa**.
....
3 The singer came **onto the stage**.
....
4 The university stands **at the foot of the mountain**.
....
5 The balloons rose **up into the sky**.
....
6 Our taxi is **here**.
....
7 David kicked the ball **high into the air**.
....
8 The team climbed **up the cliff**.
....

7 Rewrite the sentences.

1 This student is both enthusiastic and knowledgeable.
Not only *is this student enthusiastic, but he is also knowledgeable.*
2 Rachel did not know that her life was about to change.
Little ....
3 If she had actually been there, we would have heard about it in the news.
Had she ....
4 The problem is so difficult that we need an expert to solve it.
So ....
5 They managed to pull the girl out of the river after making several attempts.
Only after ....
6 As soon as she opened the front door, he handed her the two dozen roses.
No sooner ....
7 The town had never experienced such cold weather before.
Never before ....
8 If you run into him, tell him I'm looking for him.
Should ....
9 I haven't had such a good time since Mary's party.
Not since Mary's party ....
10 We seldom go to the cinema.
Seldom ....

8 Marie Lapointe is a nursery school director. She is talking to the new staff of child care workers about their tasks. Put the verbs in brackets into the correct form.

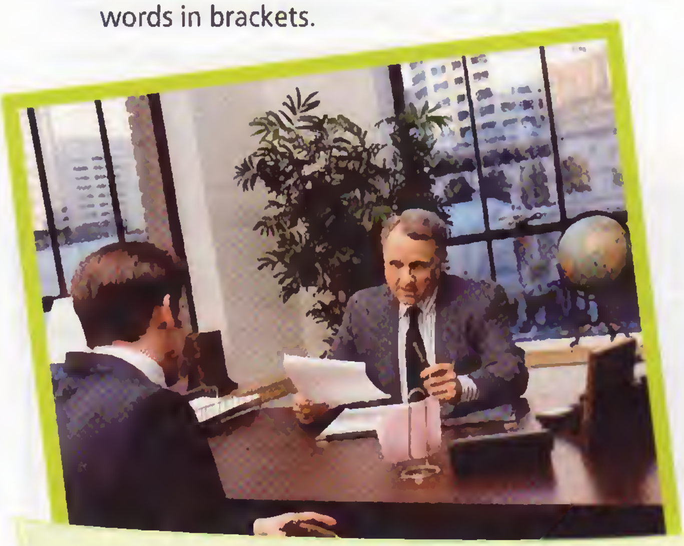
Under no circumstances 1) *should you leave* (you/should/leave) any child alone and in no way 2) .... (you/must/ forget) to keep their play area safe. Not until the children have picked up and put away their toys 3) .... (you/will/be able to) go on to another activity. Only in this way 4) .... (the children/will/learn) the rules successfully. If you follow these basic rules, not only 5) .... (you/will/teach) them how to understand and cooperate, but you will also have a well-behaved group on your hands.

9 Look at the following text and write inverted sentences using the words/phrases in bold.

Little Ted Ryder, age five, got his first insulin injection in Toronto in July 1922. He could **in no way** imagine he would live until 1993. Little Ted was suffering from an illness called diabetes. At the time, patients **rarely** survived more than a few months after diagnosis. Doctors could reduce the sugar in a patient's blood **only by** starvation diets. However, this would eventually cause their death. It was **only after** Sir Frederick Banting and Dr Charles Best discovered insulin that diabetes patients got the chance to live. There had **never** been a drug like this before. They had **no sooner** succeeded in treating patients **than** the news spread. They could **barely** produce enough insulin to cover the demand. It was **only when** large companies started to produce the insulin that more patients were able to get it. As a result, insulin saved thousands of lives and continues to save lives even today.

In no way could he imagine he would live until 1993.
....
....
....
....
....
....
....

10 Complete the text using the correct form of the words in brackets.



Job Interview

No sooner 1) *had my interview started* (my/interview/start) at this customer service company than my mind went blank. On no account 2) .... (I/go) there unprepared. Not only 3) .... (I/look) up the company by visiting their website, but I had also made a list of all the reasons why this company was interesting to me. I had even studied the job description well enough so I would be able to answer any question on the spot.
However, little 4) .... (I/know) what was in store for me. It was only after I entered the interview office that I got butterflies in my stomach. The interviewer had a stern look on his face and hardly smiled. Hardly 5) .... (I/sit) down when he started asking me direct questions without looking at me. I had been to many interviews and always managed fine, but never 6) .... (I/come across) such a serious face. There was not a hint of friendly manner in this man's face; not even once 7) .... (he/smile). I smiled faintly and proceeded to answer some of his questions. Only then 8) .... (I/realise) that I couldn't remember a thing. With every question I remained still, staring back at the man and unable to come up with an answer. I wanted this interview over as quickly as possible. Not until I had left the building 9) .... (I/understand) what had gone wrong. The interviewer reminded me of a teacher back in grammar school; the scariest teacher I had ever had.

11 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 We rarely had time for Sunday family gatherings.
DID Rarely *did we have time* for Sunday family gatherings.

2 Brian did not want to open his gifts until after they had had dinner.
TO Not until after they had had dinner .... open his gifts.

3 The car broke down yesterday.
THAT It was .... yesterday.

4 No matter what happens, you are not to go there again!
GO Under no circumstances .... again!

5 We had no idea that it was a costume party.
KNOW Little .... that it was a costume party.

6 The students were allowed to leave the exam room after the first hour had passed.
WERE Only after the first hour had passed .... leave the exam room.

7 "Oh, look, the headmaster is coming our way!" yelled Mark.
HERE "Oh look, ...!" yelled Mark.

8 Mum made the mashed potatoes and the stuffing from scratch.
DID Not .... the mashed potatoes from scratch, but also the stuffing.

9 Did Mary fail her driving test again?
FAILED Was .... her driving test again?

10 Her performance was fantastic and Bill's was, too.
SO Her performance was fantastic, ... Bill's.

11 Terry needs a holiday as he's been working really hard.
IS What .... a holiday as he's been working really hard.

12 She had just put the roast in the oven when the lights went out.
PUT No sooner .... the roast in the oven than the lights went out.

Pronouns 16

Demonstratives

This, *these*, *that* and *those* are used as pronouns when they are not followed by a noun and as demonstrative adjectives when they are followed by a noun. *Those are my notes.* (pronoun) *That white board is new.* (demonstrative adjective)

Use

This/These	That/Those
• for people or things which are near us. *This is his motorbike.* • for present or future situations. *I'm flying to France this week.* • to refer to something we are about to mention. *Listen to this. It's brilliant!* • to introduce oneself on the phone or to introduce people. *"Hello? This is Paul." "Tim, this is Frank."* • when the speaker is in or near the place he/she is referring to. *This classroom is too big.* (the speaker is in the room)	• for people or things which are not near us. *That notepad over there is mine.* • for past situations. *That day was one I will always remember.* • to refer back to something mentioned before. *"She got engaged!" "That's wonderful!"*

1 Fill in: *this*, *these*, *that* or *those*.

1 Look out! *That* driver up ahead has lost control of the car! I think he's going to crash.
2 We've decided to spend our holidays at home .... year.
3 Here it is. .... is the coffee table I told you about.
4 .... children over there are my nieces and nephews.
5 .... numbers cannot be correct. I'm sure you've made a mistake. Here, look!
6 .... is so delicious! Can I have another serving?
7 Look! Isn't .... Karen's dog? It must be lost.
8 " .... were the best days of my life!" grandma said.
9 We need to find a solution to .... problem now.
10 A: Hello.
B: Hi, is Mary there? .... is Alicia speaking.
11 A: Phil and Jane have just bought their first home.
B: .... is wonderful news!
12 A: Do .... jeans look good on me?
B: I think .... ones looked better.
13 A: My son just passed his driving test.
B: ....'s great!
14 Take a look. .... is a photo of the hotel where we stayed at and .... are the pictures of all the people we met.
15 I don't feel comfortable in .... place; it's too dark. Can we go somewhere else?
16 .... was the scariest roller coaster ride I've ever been on.
17 .... looks like Tom, but I can't see because he's too far.
18 Steve, let me introduce you to Sylvia. Sylvia, ... is Steve.
19 Hello. .... is Claire Brown speaking. How may I help you?

2 Fill in: *this*, *that*, *these* or *those*.

1 A: *These* roses are for you.
B: You are so sweet. Thank you.
2 A: Did you see .... gown Natalie Portman wore to the Oscars?
B: Stunning. .... Hollywood actresses are so lucky. They get to wear the best in high fashion.
3 A: Which pair of shoes do you want to try on?
B: .... one, on the top shelf.
4 A: Does .... house across the street belong to anyone?
B: I don't know. It's been empty for a while now.
5 A: I finally got .... pay rise I was waiting for!
B: .... is fantastic! Let's celebrate.
6 A: Are .... the DVDs we rented last week?
B: Oops! I guess I forgot to return them.
7 A: I'd like to try on .... dress, please.
B: Of course. You can go into one of .... changing rooms over there.
8 A: Can you show me .... website you mentioned this morning?
B: Sure. .... is it here.
9 A: How could they cancel the trip? .... is so unfair!
B: It sure is.
10 A: Are .... your shopping bags?
B: No. Mine are .... by the window over there.
11 A: Have you got any plans for .... evening?
B: Actually we do. We are going to see .... new play everyone is talking about.
12 A: Hi Peter. .... is my cousin Ryan.
B: Nice to meet you, Ryan.

16 Pronouns

A lot of/many/much/(a) few/(a) little

	Countable	Uncountable	Example
Positive	*a lot (of)/lots of/ many* (formal)	*a lot (of)/lots of/ much* (formal)	*There are **a lot of** endangered animals.* *There is **a lot of** snow in our garden.*
Interrogative	*many*	*much*	*Are there **many** people in the bank?* *Is there **much** juice left?*
Negative	*many*	*much*	*There aren't **many** students in this class.* *There isn't **much** time, so we must hurry.*
	a few (= some) *very few* (= not many, not enough)	*a little* (= some) *very little* (= not much, not enough)	***A few** people came to the performance.* ***Very few** people listen to classical music.* ***A little** sugar makes strawberries sweeter.* ***Very little** money is needed to buy this newspaper.*

- *A lot (of)/ lots of* + **countable/uncountable** nouns are normally used in positive sentences.
  *There were **a lot of** people at the art gallery. He gave me **lots of** advice.*
  A lot of can also be used in **questions** and **negations** in informal English. *Are there **a lot of** things left for us to do?*
- *Many* + **countable nouns**
  Much + **uncountable nouns** } are normally used in **questions** or **negations**.
  *Are there **many** apples? There isn't **much** tea.*
  Many and *much* are often used in **positive** sentences after *too, so, how* or in formal English.
  *He didn't know **how much** money they needed. There was **too much** work to do.*
- *A few* (= some, a small number of) + **countable nouns**
  A little (= some, a small amount of) + **uncountable nouns** } have a **positive** meaning.
  *I have **a little** time so I'm going to have a rest.*
- *Few* (= not many, almost none) + **countable nouns**
  Little (= not much, almost none) + **uncountable nouns** } have a **negative** meaning and are rather formal English.
  ***Few** journalists have written about this topic. It isn't well known. / We've got **little** food. We can't make dinner tonight.*
  Very few/very little, only a few/only a little are more usual.
  ***Very few** students studied for the test. / We must research the topic. We've got **very little** information on it.*

Remember!

- ***A couple of, several, a few, many, a (large/great/good) number of, both*** are followed by a **countable** noun.
  (Too) much, a little, a great/good deal of, a large/small amount/quantity of are followed by an **uncountable** noun.
  A lot of, lots of, hardly any, some, no, plenty of are followed by a **countable** or **uncountable** noun.
- ***Most, all, some, any, many, a few, several, both, one, two, much, (a) little*** are followed by ***of*** when a noun follows, preceded by possessives or words such as: ***this, that, these, those, the*** or ***a***.
  *How **much of** the pocket money your dad gave you did you spend? **Several of my** classmates live in my neighbourhood so we often go out together. **Two of these** books are about history.*

3 Fill in: *a lot (of), much* or *many*.

1 Not *many* tickets were sold for the show.
2 It takes .... time and effort to grow a beautiful garden.
3 How .... time do I have to write the exam?
4 This essay had too .... mistakes. I can't give it a passing mark.
5 Look! It's showing the protest on TV. I've never seen so .... people gather before.
6 The report is due today and we still have .... work to do.
7 I haven't got .... money. Is this enough?

4 Choose the correct item.

1 There has been **few/very little/a few** information online about that new discovery.
2 There was **many/few/a lot of** noise coming from the party next door last night.
3 **A lot/Much/Few** customers have complaints about our company.
4 We had **much/a lot of/little** chores to do at the weekend.
5 I don't have **a lot/much/many** friends.
6 **Few/Much/A little** people are aware of the new law.

5 Choose the correct item.

1 There isn't **little/no/any** bread left, so can you get some from the baker's?
2 They showed **a great deal of/many/few** interest in my new invention.
3 **Hardly any/No/A little** of my friends like hip-hop music.
4 Don't be so rude! Show **several/hardly any/a little** respect for your elders.
5 Tommy sent me **any/some/much** flowers! How sweet of him.
6 After the meeting, he didn't call me for **several/few/a great deal of** days.
7 **Much/A lot/Many** to my relief, I realised where I had left my keys.
8 I'm exhausted. I didn't get **many/much/few** sleep last night.
9 **Much/A little/Hardly any** families are without a home computer these days.
10 I'm afraid the patient shows **no/much/a small amount of** signs of improvement.
11 I've got **little/much/plenty of** money if you need to borrow some.
12 We need **a lot of/few/much** eggs to make this cake. Thank goodness I have a dozen in the fridge.
13 You get **few/a little/little** chances like this in life, so take advantage of them!
14 I've put you to **a great deal of/many/several** trouble and I want to apologise.
15 There are still **few/several/much** issues that we need to discuss so will we meet on Friday?
16 I'm afraid we have **little/few/several** hope of finding any survivors.
17 I have **a little/lots of/hardly any** ideas for your costume if you want to hear them.
18 My coffee isn't quite right. May I have **a few/a little/little** more sugar, please?
19 There is **few/much/little** chance of me getting the job. I was late for the interview.
20 Hurry up! We don't have **much/many/several** time before the guests arrive.
21 **A large amount of/A good deal of/A great number of** people protested about the new government's laws.
22 There's no need to hurry; we've got **no/plenty of/little** time.

6 Choose the correct item.

Deadly Shake Rocks New Zealand

75 people have been killed by a deadly earthquake which struck Christchurch, New Zealand yesterday. The earthquake caused **1) a great deal/a good number** of damage to buildings in the second largest city in New Zealand. **2) A large number/A large amount** of people were injured and 300 people remain missing. **3) Very few/Very little** buildings and houses were left unharmed by the violent earthquake. There were **4) plenty/many** aftershocks during the night and **5) a lot/a little** of the locals have been forced to leave their homes. Local officials and volunteers have put up **6) lots/a good deal** of tents on the outskirts of the city to house them. Police have evacuated the city centre and **7) hardly any/a good deal of** relief is expected from abroad.

7 Choose the correct item.

What a Waste!

World hunger is a major problem in the 21st century. Yet, very **1)** C has been done to feed the poor. **2)** .... of money is needed to make this happen; about $195 billion a year according to the Untied Nations. **3)** .... countries have promised to donate less than 1% of their national income which is very **4)** .... compared to the amounts they spend on defence each year. In addition, recent studies have revealed some uncomfortable facts about food waste in developed countries. Unfortunately, too **5)** .... good food is wasted needlessly each year. In the UK alone, 3.6 million tonnes of food end up in landfills annually. **6)** .... of this food is within the sell-by date and **7)** .... of the items dumped are fruit, salad, bread and even potatoes. In the US, each American throws away over 90 kilos of food per year. Meanwhile, **8)** .... people are complaining about rising food prices and the cost of living. So what can we do to help? Don't spend so **9)** .... on food we don't eat and give some to those who need it more. Isn't it time we stop the waste?

1 A many B few [✓ C] little
2 A Much B A lot C A little
3 A Plenty B A lot C Several
4 A little B many C few
5 A much B little C few
6 A Several B Many C Most
7 A lots of B little C many
8 A many B much C little
9 A plenty B many C much

16 Pronouns

Some/Any/No/Every

	Adjectives	Pronouns (people)	Adverbs	
			things	places
Positive	some any	someone/somebody anyone/anybody	something anything	somewhere anywhere
Interrogative	any	anyone/anybody	anything	anywhere
Negative	no/not any	no one/not anyone nobody/not anybody	nothing not anything	nowhere not anywhere
Positive/Negative/ Interrogative	every	everybody/ everyone (all people)	everything (all things)	everywhere (all places)

- *Some*, *any* and *no* are used with uncountable nouns and plural countable nouns.
  *There is **no** milk in the carton. There are **some** pears in the fruit bowl. There isn't **any** jam in the jar.*
- *Some* and its compounds (***someone/somebody***, ***something***, ***somewhere***) are normally used in positive sentences.
  *I need **some** apples to make a pie. **Someone** was sitting at my desk.*
- *Any* and its compounds are used in interrogative and negative sentences.
  *Is there **any** water in the bottle? I haven't seen **anyone** today.*
- *Any* and its compounds are used with negative words, such as ***without***, ***never***, ***seldom***, ***rarely***, ***hardly***, etc.
  *She **never** works on **anything** in the evening.*
- *No* (= not any) and its compounds are used in negative sentences.
  *There is **no** salt on the table.* (= There is **not any** salt on the table.)
  Note: We use a singular verb with the compounds of ***some***, ***any*** and ***no***. *There **is nobody** in the room.*
- *Some* and its compounds can also be used in interrogative sentences when we expect a positive answer, for example when we make an offer or a request.
  *"Would you like to eat **something** for lunch?"* (offer) *"Yes, please." / Could I have **some** toast?* (request)
- *Any* and its compounds can also be used in positive sentences, but there is a difference in meaning. Look at the examples:
  *You can visit me **any** time you like.* (= It doesn't matter when.)
  ***Anyone/Anybody** can come to the concert.* (= It doesn't matter who.)
  *You can eat **anything** you like.* (= It doesn't matter what.)
  *They can stay **anywhere** they like.* (= It doesn't matter where.)
- *Every* is used with singular countable nouns. ***Every** student **has** an identification card.*
- The pronouns ***everyone/everybody***, ***everything*** and the adverb ***everywhere*** are used in positive and interrogative sentences, and are followed by a singular verb. ***Everything** was ready. Is **everyone** listening?*

Other structures

- *another* = additional, an extra one – It is used with singular countable nouns.
  *Could I have **another** piece of cake, please? Would you like **another** cup of coffee?*
- *another* + *few/two*, *three* etc. + noun – *Let's wait **another few minutes**/**another ten minutes**. She promised she'd come.*
- *other/another* = different, besides this/these – *Are there any **other** shirts in red? I don't like this colour. Is there **another** one?*
- *other/others:* When *other* is used with a noun, it has no plural form.
  *Have you read the **other** magazines?* (NOT: ... *~~others~~ magazines?*) BUT *I've got some essays here. Where are the **others**?*
  Note: *Others* can also be used to mean *(the) other people*.
  *Some people love eating fish, **others** can't stand it.*
- *each other* = one another – *We talk to **each other** every night.*
- *every other* = every second – *I visit my grandparents **every other** Sunday.*
- *the other day* = a few days ago – *I saw Pete **the other day**; he said he was getting married next month.*

8 Fill in the gaps with *some*, *any*, *no* or one of their compounds.

1 A: Let's go on an excursion at the weekend, Janet.
B: That's sounds great. We could go *somewhere* in the mountains.
2 A: Are you hungry?
B: Yes, actually. Is there .... to eat?
3 A: Have you finished your test?
B: No, Miss. Could we have .... more time, please?
4 A: Harry told me .... about his job last night.
B: Oh, I hope .... serious has happened to him.
5 A: I don't like .... of the programmes on TV tonight.
B: Shall we do .... else, instead?
6 A: Has .... been to the new mall in the city centre yet?
B: Yes, I have. It's great!
7 A: Have you found your wallet yet, Paul?
B: No, I can't find it ....
8 A: There is .... information about sky diving in our textbook.
B: Why don't you search the Internet, then?
9 A: I wasn't able to book a hotel room and I have .... to stay the night.
B: That's no problem. You can stay with me.

9 Fill in the gaps with *every* or one of its compounds, and the correct form of the verbs in brackets.

1 I will tell you *everything* I know as soon as I *find out* **(find out)** more information.
2 I won't give out the prizes until .... **(arrive)**.
3 They have sent me photographs of .... monument they .... **(see)** so far.
4 Pauline made sure she had .... she .... **(need)** for her business trip to Frankfurt.
5 My brother's room looked a mess. There were clothes .... I .... **(look)**.
6 .... child .... **(get)** a present at the end of the school year.
7 The party was a nightmare! .... **(go)** wrong.
8 Let's go Sam! .... **(wait)** for us!

10 Fill in the gaps with *some*, *any*, *every* or one of their compounds.

Dear Clare,
I am writing to ask you for **1)** *some* advice because I don't know what to do.
2) .... kids at school have started bullying me. They call me names and take my lunch money. I haven't had **3)** .... to eat at school for two weeks. I'm afraid I haven't told **4)** .... at home about it because I don't know what my dad might do. My friends told me that I must do **5)** .... and that I should tell our teacher. She is very kind and I know that she will do **6)** .... she can to help me. I am not so sure, though. I know I can't just sit here feeling sorry for myself. Is there **7)** .... hope for me? Could you tell me if you think there is **8)** .... else I should do?
Please write to me soon.
Nick

11 Fill in: *hardly (ever)* and *anything*, *anywhere*, *anyone* or *any*, as in the example.

1 There *was hardly anyone* waiting at the bus stop. **(not many people)**
2 I .... on television these days. **(not often see interesting programmes)**
3 He .... basketball during the week. **(not play)**
4 Helen does .... chores around the house. **(very few)**
5 She knows .... about her country's history. **(not much)**
6 There's .... to exercise in this small town. **(not many places)**
7 We .... during the week. **(not often visit our friends)**

12 Fill in the gaps with a word from the list:

- another
- (the) other(s)
- every other
- other day

1 This is great coffee! Can I have *another* cup, please?
2 My dad called the .... and asked if I wanted to come for lunch.
3 I don't see my cousins all the time; just .... weekend.
4 Do you have any .... blouses like this? Maybe in a different colour?
5 We're leaving now; .... will come later.

16 Pronouns

All/None/Both/ Either ... Neither/Every – Each

- *Both* refers to **two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of *neither/not either*. *Brenda and Tina are teachers. Both Brenda and Tina are teachers. They are both teachers. Both of them are teachers. Both girls are teachers.*

- *Either* (= any one of two) / *Neither* (= not one and not the other) refer to **two** people or things and are used before **singular countable** nouns. *Neither story was true.*
  Neither of/Either of take a verb either in the singular or plural. *Neither of the boys like(s) art.*

- *All* refers to **more than two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of *none*. *All the students got a sticker. All of them got a sticker. They all got a sticker.*
  All + that-clause (= the only thing) takes a singular verb. *All that I did was thank him.*

- *None* refers to **more than two** people or things. It has a **negative** meaning and isn't followed by a noun. *"Is there any milk left?" "No, none."*
  None of is used before nouns or object pronouns followed by a verb **either in the singular** or **plural**. It is the opposite of *all*. *None of the students/them has/have answered the question.*
  Note: *no* + noun. *There's no time to waste.*

- *Every* is used with **singular countable** nouns. It refers to a **group** of people or things and means *all*, *everyone*, *everything*, etc. *She goes to France on holiday every year.*

- *Each* is used with **singular countable** nouns. It means *one by one*, considered individually (it usually means *only two*). *Each person was given a ticket.*
  Note: *every one* and *each one* have *of* constructions. *Every one of/Each one of the students will be given a report card.*

- *Whole* (= complete) is used with **countable** nouns. We always use *a*, *the*, *this*, *my*, etc + *whole* + **countable**. *the whole night* = all night

- *One/Ones* are used to avoid repetition of a countable noun. *"Which coat is Tom's?" "That one."*

- *Both ... and ...* + **plural verb** – *Both Terry and Wallace like ice-skating.*
- *Either ... or ... / Neither ... nor / Not only ... but also ...* + **singular** or **plural verb** depending on the subject which follows *nor*, *or*, *but also*. *Neither Claire nor Andy owns a car. Either Mark or his brothers are going to take you home.*

13 Choose the correct item.

1 Both/Neither my mother and my father are teachers.
2 **Neither/Either** Ken nor Stu had fun at the party.
3 **None/Every** of the players scored a goal, so they were **all/both** disappointed.
4 **Every/All** that you need is a nice long holiday.
5 We spent the **whole/all** day hiking, so we are exhausted.
6 **Either/Neither** you clean your room now or you aren't going out tonight.
7 My brother has been studying **whole/all** day.
8 **All of/None of** them felt like eating, but they couldn't say no to Mum since she'd been cooking all day.
9 A: Which CD do you like best?
B: To tell the truth, I don't like **either/neither** of them.
10 Kevin goes for a jog **whole/every** day.
11 **Each/All** room has a TV and air-conditioning.
12 **Both/Either** Fran and Grant are great athletes with real talent.

14 Fill in the gaps below with *all*, *every*, *both*, *whole*, *neither*, *either* or *none*.

1 A: Is the blue shirt more expensive than the red one?
B: No, they are *both* the same price.
2 A: .... Hans nor Ben has ever eaten Chinese food before.
B: Really? Then they are in for a real treat.
3 A: I have lots of dresses, but .... of them are nice enough for the dance.
B: Well, let's go shopping then!
4 A: I ate .... my vegetables, Mum!
B: Good for you. What would you like for dessert?
5 A: What did you do at the weekend?
B: Oh, we just sat around and watched TV the .... weekend.
6 A: You can .... have an orange or an apple. Which do you prefer?
B: Oh, an apple, please.
7 A: You're the only one who hasn't come down with the flu.
B: Well, I try to eat healthy and get plenty of rest .... day.

15 Fill in the gaps with *all*, *both*, *neither*, *none*, or *whole*.

Being a Health Food Fanatic

I became a health fanatic when I was ten or so. Back then I ate **1)** *neither* junk food nor sweets, but I did eat quite a bit of meat. For the past year and a half, I have been on a strict diet which means my diet is now free from **2)** .... forms of fatty foods. Aside from watching what I eat, I also get a lot of exercise – something **3)** .... of my friends do. My family members aren't into exercising either, so most of the time I'm at the gym or out jogging alone. Sometimes, I feel like my **4)** .... family thinks I'm a bit strange. **5)** .... my mum and my dad are always telling me to gain some weight, but **6)** .... of them understands how I feel about my body. I guess **7)** .... of the people who live in my house have ever heard the saying 'a healthy mind in a healthy body'.

16 Fill in: *all*, *every*, *one*, *ones* or *whole*.

1 Harry has four cats, *all* of which are black and white.
2 Choose a room. Which .... would you like?
3 I can't decide whether to do kick boxing, tai chi or kung fu. They're .... great forms of exercise.
4 I've been to .... shoe shop in town, but I haven't been to the .... at the mall.
5 I'm spending the .... weekend with my family.
6 They go for Chinese food .... weekend.
7 A: Do you like these trousers?
B: No, I prefer these ....
8 We spent the .... evening watching reruns of *Friends*.

17 Fill in the gaps using *each* or *every*.

1 In a game of rugby, *each* team has fifteen players.
2 We have gymnastics .... Tuesday and Thursday at school.
3 She has a bottle in .... hand.
4 I love Julia Roberts. I've seen .... one of her films.
5 Our poodle Scruffy came first in the dog contest. He scored the highest in .... test.
6 The teacher gave .... student stickers for good work.

18 Fill in the gaps with *all*, *both*, *neither*, *none*, *either* or *every*.

S: salesman　*C: customer*

S: Can I help you, sir?
C: Yes. I'd like to try on **1)** *both* these suits.
S: Certainly. You can use the changing room on the far left.
S: Is **2)** .... of them what you wanted?
C: I'm afraid **3)** .... fit properly. The sleeves on **4)** .... jackets are slightly long and **5)** .... of the trousers fit comfortably. I always have such a hard time finding a proper suit. I get disappointed **6)** .... time I shop.
S: Fortunately for you, sir, we've got our own tailor here who alters **7)** .... our clothes. Let me get him for you.
C: That's great! **8)** .... of the other shops offer such a service.
S: Well, at Ringworth, we're here to help our customers.

19 Rewrite the sentences using the words in brackets.

1 Kevin dislikes carrots and so does Mark. **(neither ... nor)** – *Neither Kevin nor Mark likes carrots.*
2 I'd really like to come and my sister would, too. **(both ... and)** ....
....
3 Emily will pick you up from the airport or else Jack will. **(either ... or)**
....
....
4 Every part of the room was painted pink. **(whole)**
....
....
5 Not even one of the guests tried my pizza. **(none)**
....
....
6 The two boys were sent to the headmaster's office. **(both)** ....
....
7 All the students have to participate in the sports day. **(every)** ....
....
8 Members of the team, one by one, received a medal. **(each)** ....
....

16 Pronouns

Subject/Object Pronouns

Subject Pronouns *I, you, he, she, it, we, you, they*

Subject pronouns go before verbs as subjects.
We live in Lisbon.

Object Pronouns *me, you, him, her, it, us, you, them*

Object pronouns go after verbs or prepositions as objects. *Visit us when you come to London.*

In **short answers** and after ***as*** and ***than***, we use an **object pronoun** (informal) or a **subject pronoun + auxiliary verb** (formal). *"I enjoy playing tennis." "Me too. / I do too." Tanya runs faster than me/than I do.*

Reflexive Pronouns

I → myself	he → himself	we → ourselves
you → yourself	she → herself	you → yourselves
	it → itself	they → themselves

We use **reflexive pronouns**:

- with verbs such as ***behave***, ***burn***, ***cut***, ***enjoy***, ***hurt***, ***introduce***, ***kill***, ***look at***, ***teach*** or with **prepositions** when the subject and the object of the verb are the same. *Jill* (subject) *burnt herself* (object) *on the cooker.*
- with the preposition ***by*** when we mean *alone/without company* or *without help* (on one's own).
  I made the cake by myself/on my own.
- in the following expressions: ***enjoy yourself*** (have a good time), ***behave yourself*** (be good), ***help yourself*** (you are welcome to take something if you want), ***she lives by herself*** (she lives on her own), ***do it yourself*** (do it without being helped), ***make yourself at home*** (feel comfortable). *Help yourself to some dessert.*
- to emphasise the noun or the pronoun of a sentence. They usually come after the noun or pronoun they emphasise. *I myself decorated my room.* (I decorated my room. Not somebody else.) *I met Prince William himself.* (I met Prince William, not somebody else.)

Remember!

- We do not normally use **reflexive pronouns** with the verbs ***get up***, ***rest***, ***meet*** and ***relax***.
  She has to get up early. (NOT: *~~She has to get up herself early~~*.)
- The verbs ***dress***, ***wash*** and ***shave*** are not normally followed by a **reflexive pronoun**. However, we can use a **reflexive pronoun** with these verbs when we want to show that someone did something with a lot of effort. *When I get home from school, I wash my hands. My little sister dresses herself in the morning.*
- ***Each other*** means ***one another***. *They send presents to each other on their birthdays.*

Possessive Adjectives/Pronouns

Possessive adjectives				Possessive pronouns			
my	our	his	their	mine	ours	his	theirs
your	your	her		yours	yours	hers	
		its				—	

- Both **possessive adjectives** and **possessive pronouns** can be used to talk about ownership or the relationship between people. **Possessive adjectives** are followed by nouns, whereas **possessive pronouns** are not.
  This is my house. This house is mine.
- We normally use **possessive adjectives** with parts of the body and clothes.
  I hurt my leg. I took off my clothes and put on my pyjamas.
  We use ***the*** and not **possessive adjectives** with **prepositional phrases**, mostly when we are talking about things that happen to parts of people's bodies, for example ***blows***, ***pains***, etc. Verbs usually used in this pattern are: ***hit***, ***punch***, ***slap***, ***bite***, ***touch***, ***pat***, ***sting***, etc.
  She touched him on the shoulder. (NOT: *on ~~his~~ shoulder*) *The bee stung him on the nose.* (NOT: *on ~~his~~ nose*)
- We use the word ***own*** in the following structures to emphasise the fact that something belongs to someone.
  noun + of + ***my/your***, etc + ***own*** – *She bought a car of her own.*
  my/your, etc + ***own*** + noun – *She has her own car.*
  Note: ***its*** = possessive adjective – *The rabbit wiggled its nose.*
  it's = ***it is*** or ***it has*** – *It's a pretty bird. It's* (= It has) *got colourful feathers.*

Possessive Case

's / s' (people or animals)	*of* (inanimate things)
• singular noun + *'s*. *the boy's pencil, the cat's whiskers* • regular plural noun + *'*. *the boys' friends* • irregular plural noun not ending in *-s* + *'s*. *the men's umbrellas, the children's clothes* • compound noun + *'s*. *her sister-in-law's house* • 's after the last of two or more names to show common possession *Lucy and Pete's car* (They share the same car.) BUT *Lucy's and Pete's cars* (Each one has got a car.)	• *of* + inanimate thing/abstract noun. *the windows **of** the house, the price **of** beauty* • *of* + possessive case/pronouns when there is a determiner (***this***, ***any***, etc) before the noun. *Look at this play **of** Shakespeare's.* (one of Shakespeare's plays) *a jacket **of** his* (one of his jackets) • *of* + people (in longer phrases). *That's the brother **of** one **of** my friends.* • *'s/of* to talk about places or organisations. *France's attractions/the attractions of France*

Remember!

- Phrases of place + *'s* *(at the baker's)* – time/distance expression + *'s/'* *(tonight's performance, three days' work)*
- With singular names ending in *-s* we can either add *'s* or just an apostrophe. Both options are correct. However, *'s* is more usual. *Thomas's tent* or *Thomas' tent*
- Plural names ending in *-s* take an apostrophe just like with other plurals. *The Jones' car broke down.*

There/It

- ***There*** + ***be*** is used for something mentioned for the first time or to say that someone or something exists. *There is a mouse in the cellar.*
- **Personal pronoun** + ***be*/other verb** is used to give more details about something or someone already mentioned. *There's someone on the phone. **He** needs to speak to you.*
- ***It*** + ***be*** is used for identification. *There's someone waiting in the sitting room. **It's** your cousin.*
- ***It*** + ***be*... to infinitive/*that*-clause** is used to begin a sentence. ***It's** nice to meet you. **It's** a pity that Claire didn't come to the meeting.*
- ***It*** is also used for **distance** *(It's about 120 km from London to Birmingham.)*, **temperature** *(It's 20 degrees outside.)*, **time expressions** *(It's half past two.)*, **weather** *(It's foggy this morning.)* and in the following expressions: ***It seems that***, ***It appears that***, ***It looks like***, ***It is said that***, ***It doesn't matter***, etc. ***It's** too cold to go for a swim. **It looks like** it's going to snow. **It seems that** there is a problem with the computer.* AND *There seems to be a problem with the computer.*

20 Fill in the gap with the correct *subject* or *object pronouns*.

1 A: Do you like Debra's new coat? *It* was a great bargain!
B: Yes, ... do. .... looks wonderful on .... !

2 A: We visited Pam and Harry in their new house last night.
B: When did .... move in?

3 A: Would you like to go to a coffee shop or a fast food restaurant?
B: .... really don't mind. .... both sound like a great idea.

4 A: Have you met our new teacher, Mr Bays, yet?
B: Yes, ... is quite funny actually.

5 A: How did your dad meet your mum?
B: .... met .... at university.

21 Fill in the correct *possessive adjectives* and *possessive pronouns*.

1 A: I just picked up this parcel from the post office. Is it *yours*?
B: I'm not sure, but I've been expecting one, so I really hope it's ....

2 A: We really need to hurry up or we'll miss .... connecting flight.
B: OK. I'll pay .... bill and we can go.

3 A: That shirt really suits you. Is it new?
B: No, it isn't .... actually. I borrowed it from my brother.

4 A: Dad, could I borrow Mum's car tonight?
B: Well, you had better take .... as .... is at the garage, son.

5 A: I can't use .... computer; it's frozen.
B: Don't worry. It's Mike's day off today. You can use ....

16 Pronouns

22 Fill in *its* or *it's*.

1 A lot of people have signed up for the art class. It looks like *it's* going to be interesting.
2 Athens is a great place to visit on holiday with .... ancient monuments and Mediterranean cuisine.
3 It takes months for an eagle to build .... large nest.
4 This hand-held computer is wonderful. .... got lots of new features.
5 .... quite chilly outside and I am not feeling very well.

23 Complete the sentences with *the* or a *possessive adjective*.

1 Anne sprained *her* ankle while playing volleyball.
2 The dog bit the postman on .... leg as he was putting the letter in the letter box.
3 Mrs Niles was pleased with Tommy and patted him on .... head.
4 Annie lost .... earring at the dance.
5 I slipped on a banana peel and broke .... leg.

24 Fill in the gaps with *my, your ... own*. Use *of* where necessary.

1 If I had an office *of my own*, it would be much quieter.
2 Mandy hopes to buy .... car as soon as she saves up enough money.
3 I wish my brother would get a bike .... He is always riding mine.
4 When Thomas and Barbara get married, they will live in .... house.
5 I don't need to share a wardrobe with my sister as I have a wardrobe ....

25 Join the sentences using the correct *possessive* form.

1 The computer is in the living room. It belongs to my brother.
My brother's computer is in the living room.
2 I watched a film. I liked its ending the best.
....
3 There's nothing worth reading in the paper. I bought it today.
....
4 It was a long drive from London. It lasted six hours.
....
5 I visited Italy. I liked its museums best.
....

26 Read the text and fill in the word that best fits each gap.

Hi Mick,
Thanks for your email. I miss **1)** *you* so very much. We've moved into **2)** .... new house and I've started at my new school. I like the teachers there. **3)** .... are really friendly. **4)** .... have already made a few friends. One is Spanish and **5)** .... name is Carmela, the other is Polish and **6)** .... name is Matyas, but I call **7)** .... Matt for short. I really like **8)** .... a lot.
Mum is organising a house-warming party next weekend. Do you think you and Nancy could come? **9)** ....'d really love to have you stay all weekend. Dad is going to show us **10)** .... cooking talent too. He wants all of **11)** .... to have a barbecue. Do you remember what happened last time Dad lit the grill? I bet you're laughing! He burnt the neighbour's apple tree!
Anyway, that is all my news. Please write to **12)** .... soon!
Hope to see you next weekend!
Patricia

27 Fill in: *there* or *it*.

1 *There's* a lady on the phone. She wants to talk to you, Mum.
2 .... doesn't really matter if you succeed or not; ....'s important that you at least try.
3 .... looks like she's going to be late.
4 .... are so many homeless people in the centre of town these days. ....'s a pity the city council isn't doing more to help them.
5 .... appears that Mary is having a hard time with her new boss.
6 ....'s a shame they missed the concert. The band was great!
7 ....'s something wrong with the printer. .... seems to be out of ink.
8 ....'s another 30 kilometres to Essex. Can we take a break?
9 .... appears that some files have been deleted.
10 .... are a lot of new students in my class this year.
11 ....'s so good to hear from you again!
12 Mum, ...'s someone on the phone for you. .... sounds important.
13 ....'s a pity that she didn't accept the job.
14 .... is a note on the table for you. It's from Mum and Dad.

28 Circle the correct item.

1 A: How was last night's lecture?
B: Oh, not so good. There was so .... noise I couldn't hear the professor.
A few B many C little [✓ D] much

2 A: .... came by and dropped off this letter for you.
B: OK. Just leave it on my desk.
A Anyone C Everyone
B No one D Someone

3 A: You have some lovely clothes!
B: Thanks! Feel free to borrow .... you want.
A some B anything C nothing D every

4 There are .... of things I don't like about my flat, but it does have a great view.
A a lot B much C a little D some

5 A: We spent our .... holiday swimming and sailing.
B: Really? That sounds wonderful.
A whole B all C many D any

6 A: Welcome to the company. There are .... details I need to discuss with you.
B: That's fine. Please go ahead.
A any B much C a few D a little

7 A: What's the matter with your hand?
B: Oh, I cut .... when I was chopping vegetables.
A herself B myself C itself D yourself

8 A: Dad, can I keep it?
B: I suppose. The poor little kitten has .... to go.
A somewhere C nowhere
B anywhere D everywhere

9 Don't take that one, Stephen. .... is over there.
A Our B Yours C His D My

10 A: Would you like tea or coffee?
B: .... is fine with me.
A Both B All C Either D Neither

11 That man keeps staring at ...., but I'm sure I don't know him.
A mine B me C yours D his

12 A: Did you get the money?
B: Yes, boss. .... went as planned.
A Everything C Something
B Nothing D Anything

29 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 He said, "I dislike computer games and so does Karen."
NEITHER He said that *neither he nor Karen* liked computer games.

2 I take thirty minutes to walk to school every day.
WALK It's .... to school every day.

3 Try to watch your behaviour at your sister's graduation.
YOURSELF Try .... at your sister's graduation.

4 She doesn't like being alone in the office in the morning.
BY She doesn't like .... in the office in the morning.

5 There are only a few students who will go on the trip.
NOT There .... will go on the trip.

6 They spent all morning planting the flowers.
WHOLE They .... the flowers.

7 We passed our French test and our English test as well.
BOTH We passed .... tests.

8 There were only a few people at the performance last night.
HARDLY There .... at the performance last night.

9 Tina went to the theatre by herself last weekend.
OWN Tina went to the theatre .... last weekend.

10 Henry enjoys winter sports as well as water sports.
BOTH Henry enjoys .... sports.

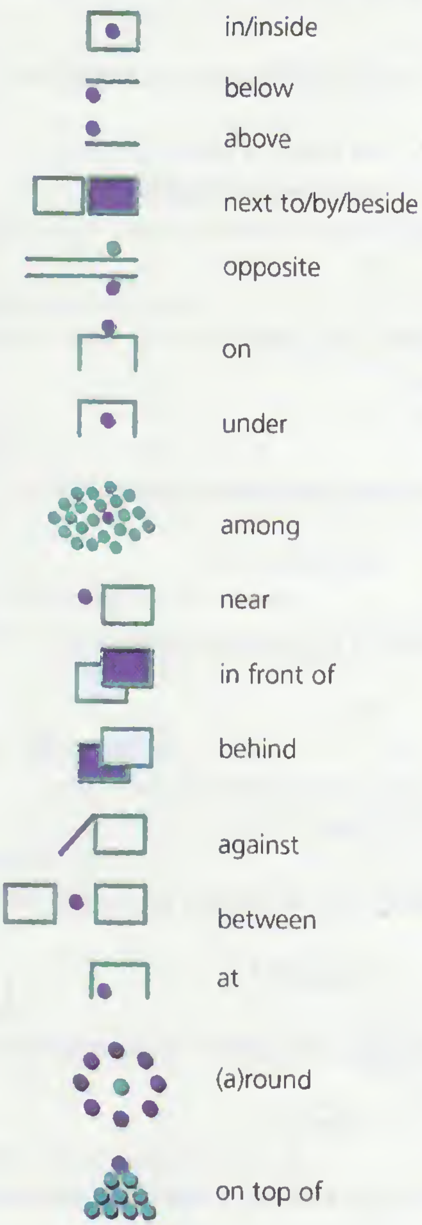
11 You are free to put up your tent any place you choose.
WHEREVER You are free to put up your tent .... choose.

12 Helen doesn't speak German. Alice doesn't speak German either.
NOR Neither .... German.

13 Oliver waited all afternoon for Judy to call him.
WHOLE Oliver waited .... for Judy to call him.

17 Prepositions of Place/Movement/Time

Prepositions of Place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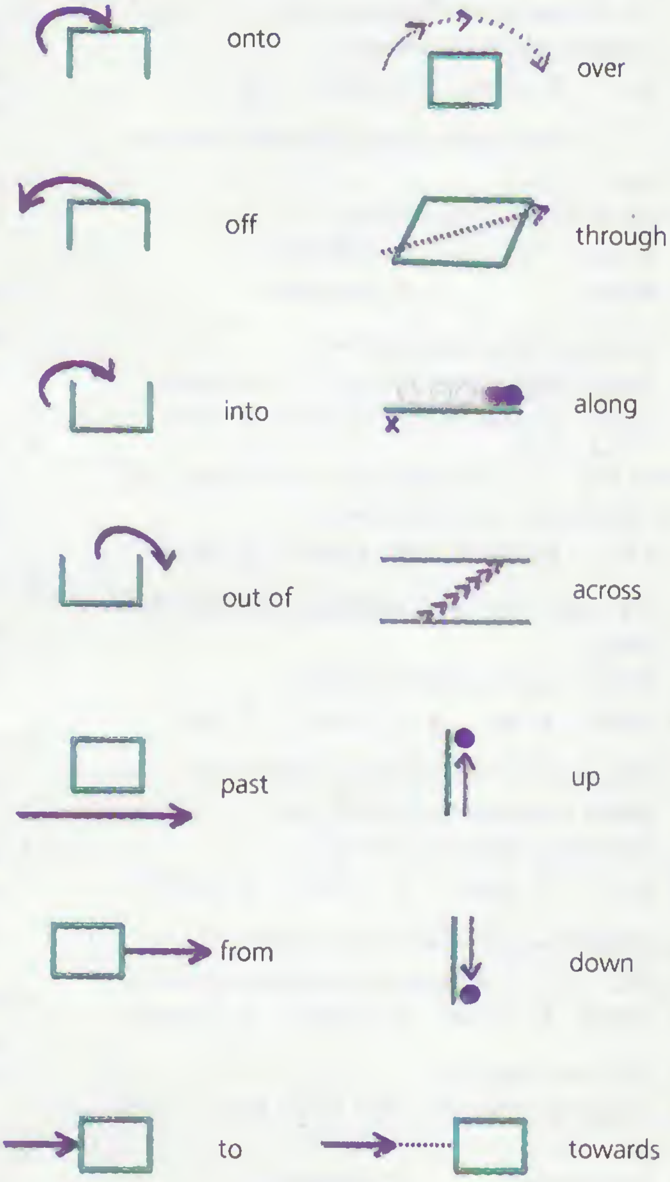
Prepositions of Movement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from
down
to
towards

At

We use *at*:

- when we refer to a particular point or position. *This train stops **at** Wellington Station.*
- to say where an event takes place. *They went to the rock concert **at** the local stadium.*
- in the expressions: ***at school/university/college**, **at work**, **at home**, **at the top of**, **at the bottom of**, **at sea*** (= on a voyage), ***at the station/airport**, **at the seaside***, etc.
- with addresses when we mention the house number. *They live **at** 20 Victoria Street.* BUT *in Chapel Street*
- to talk about a person's house or business, *at Jimmy's (house), at the florist's*

Prepositions of Place/Movement/Time 17

In

We use *in*:

- in the expressions: ***in the middle***, ***in the sea***, ***in the sky***, ***in bed***, ***in hospital***, ***in prison***, ***in a newspaper/magazine/book***, ***in a picture/photo***, ***in a street***, ***in the world***, ***in this lesson***, ***in the country***, ***in one's hand***, etc.
- with the names of ***towns***, ***cities***, ***countries*** and ***continents***. ***in*** *Blackpool*, ***in*** *Frankfurt*, ***in*** *Spain*, ***in*** *Africa*

Remember!

We use ***in*** when we refer to a building itself. However, we use ***at*** when we refer to the normal function of the building. *There were many football fans **in** the stadium.* (inside the building)
*There were many football fans **at** the stadium.* (They were watching a football match.)

On

We use *on*:

- in the expressions: ***on the left/right***, ***on a/the platform/page/screen/island/beach/coast***, ***on a map***, ***on a farm***, ***on a/the menu***, ***on the first/second***, etc ***floor***.
  on a chair **BUT** *in an armchair*
  on/at *the corner of a street* **BUT** ***in*** *the corner of a room*, *go/run **round** the corner*

Remember!

- When we talk about a means of transport, we use the preposition ***by***.
  by car/bus/train/taxi/plane/boat **BUT** ***on*** *foot*
- We do not use the preposition ***by*** when there is an article (a/an/the), a possessive adjective (***my***, ***your***, etc) or a possessive case before the means of transport.
  on the bus (NOT: ~~*by the bus*~~) – *in your car* (NOT: ~~*by your car*~~) – ***on*** *the six o'clock train*, ***on*** *the ferry*, ***in*** *John's car*

Prepositions of Time

At	In	On
the time: *at three o'clock* holidays: *at Christmas*, *at Easter* in the expressions: *at the moment*, *at present*, *at dawn*, *at noon/at dinnertime*, *at night*, *at dusk*, *at the weekend*	months: *in May/November, etc* seasons: *in (the) spring/summer/autumn/winter* years: *in 1999/2009, etc* centuries: *in the 20th century* in the expressions: *in the morning/afternoon/evening*, *in an hour*, *in a minute*, *in a week/few days/month/year*	days: *on Monday*, *on New Year's Day* dates: *on 7th May* specific part of a certain day: *on Wednesday afternoon* adjective + day: *on a cold day*

Remember!

- We use the prepositions ***from … to/till/until*** to show duration. *I work **from** 8 **to/till/until** 4 every day.*
- We use the preposition ***in*** when we want to say how long it takes to do something.
  *I'll speak to you **in** fifteen minutes. The painters will be finished **in** three weeks.*
- Prepositions of time are not used:
  a) with the words ***today***, ***tomorrow***, ***tonight*** and ***yesterday***. *We're having a test **tomorrow**.*
  b) with the words ***this***, ***last***, ***next***, ***every***, ***all***, ***some***, ***each***, ***one***, and ***any***. *We went to a fashion show **last** week.*

17 Prepositions of Place/Movement/Time

1 Fill in the correct preposition: *on*, *in* or *at*.

1 The Jones family spent the whole weekend *at* the ski resort.
2 Thomas was sitting comfortably .... his armchair.
3 There was a beautifully wrapped present .... my bed.
4 My brother was waiting for me .... the airport yesterday.
5 The baby's holding something .... its hands.
6 The fancy dress party was .... Jane's house .... Lion Street.
7 It was raining and I got a lift home .... Bill's car.
8 I saw a friend I hadn't seen since primary school .... the bus last night.
9 There's quite an interesting article .... the newspaper today.
10 The weather .... England is chilly, especially .... the north.
11 We went to an expensive French restaurant, but I couldn't read the food .... the menu.
12 Luckily, I only had to wait three minutes .... the bus stop this morning.
13 My new flat is .... the 5th floor and has a view of the lake.
14 My mum was standing .... the bottom of the stairs.

2 Fill in: *in*, *on*, *at* where necessary.

1 My birthday is *on* 15th May and I am having a party *at* the weekend.
2 My whole family is getting together .... Christmas.
3 John can eat a hamburger .... 2 minutes!
4 Penny and her friends usually go sailing .... summer.
5 We are having a debate at school .... this morning.
6 Helen has a dentist's appointment .... Monday morning .... nine o'clock.
7 My college lessons start .... three weeks' time.
8 Vicky goes to the gym .... every Monday, Wednesday and Friday.
9 Fred is sleeping over at my house .... Saturday night.
10 The first MP3 player came out .... 1998.
11 My grandma's garden is most beautiful .... spring.
12 We are quite busy .... the moment.

3 Choose the correct item.

1 A: Excuse me. Could you tell me where the chemist's is?
B: Take the second turning on/in the left, it's next/opposite to the bank.

2 A: I am not taking the lift Jill, I am walking **up/on** the stairs.
B: Yes, we sure need the exercise.

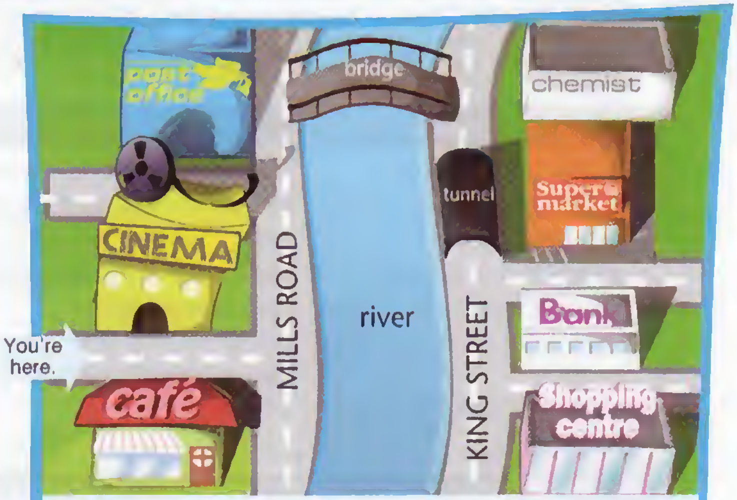
3 A: Why are we walking **along/past** the shops so quickly, Mum?
B: We've got to hurry! Dad's going to be home any minute.

4 A: John, do you know where the new sports centre is?
B: Yes, it's **on/in** the corner of our street!

5 A: Look at the lion! It's jumping **through/near** the ring of fire!
B: Yes, it's absolutely amazing!

6 A: It's time for school, Pete!
B: Oh Mum, I am not well. I just can't get **over/out** of bed.

4 Fill in the gaps with: *along*, *up*, *past*, *through*, *down*, *out of* and *over*.



A: Can you help me, please? I'm looking for the shopping centre.
B: Of course. Go **1)** *past* the cinema and turn left. Then, go **2)** .... Mills Road, there is a bridge on your right. Go **3)** .... the steps, **4)** .... the bridge and **5)** .... the steps on the other side. Then go **6)** .... the tunnel. When you come **7)** .... the tunnel, walk along King Street and the shopping centre is directly in front of you.
A: Thank you very much.

5 Choose the correct item.

I live **1) [✓ in]/at** a flat **2) in/at** the centre of the city. It's very nice, but I would like to live **3) in/on** a cottage **4) by/in** the sea one day. I could go for long walks **5) along/across** the beach or sit **6) under/on** my porch and watch the sunset. I could also go to town **7) in/by** bike and do my shopping. I really like a place **8) near/against** the coast called Filey. I visit there whenever I can and stay **9) at/on** a small hotel. I usually go for long weekends and spend my time relaxing. When I have to leave, I can't wait to go back again. It is the most beautiful place **10) of/in** the world!

6 Circle the correct item.

1 We met Jack ...... yesterday after school.
A on B at [✓ C –]
2 I'll be with you ...... two minutes.
A in B at C on
3 The sales begin ...... today.
A – B in C at
4 The party started at 7 o'clock ...... the evening.
A at B on C in
5 Anna asked Peter to pick her up ...... 8:15.
A on B in C at
6 Did I leave my bag ...... your car?
A near B in C at
7 Susan really likes how the trees look ...... autumn.
A at B on C in
8 She walked ...... me without saying hello.
A round B across C past
9 There is a small night table ...... my bed.
A over B next to C behind
10 Who has taken the mirror ...... the wall?
A off B on C at
11 They ran ...... the house as soon as the ground started to shake.
A off B out of C round
12 The clock struck ...... 12 midnight.
A – B on C at
13 I usually go to school ...... bus.
A by B on C in
14 I'm going skiing ...... the weekend.
A in B – C at

7 Fill in the gaps with the correct *preposition* and one of the phrases from the list.

- 7 o'clock • the bus stop • the menu
- a moment • the horse • the table • a farm
- the photo • the same time • the house

1 Sorry to keep you waiting, I'll be with you *in a moment*.
2 Everyone was talking .... It was hard to understand them.
3 We were waiting .... for 30 minutes before the bus came.
4 My aunt lives .... just outside of town.
5 I forgot my keys at work and I couldn't get ....
6 The waitress put our waterglasses .... and then took our order.
7 Sally fell .... and hit her head.
8 Will you meet me on Friday ....?
9 Is there anything good .... ?
10 Who is the girl ....?

8 Fill in the correct *preposition*.

All's Well that Ends Well

I had an important interview for a new job **1)** *on* Wednesday **2)** .... 10 o'clock. I left home early **3)** .... the morning to make sure I arrived on time. I can't believe I got lost **4)** .... the town centre.
Luckily, I had a map **5)** .... the car and I soon found the correct street. I had to park the car, but the traffic was terrible. As I was driving **6)** .... the road, I saw a space **7)** .... a van and a car, but it was too small for my car. Just as I was about to give up, a woman ran **8)** .... the road, got **9)** .... the car and drove off, leaving a bigger space at the back of the van. Sighing with relief, I quickly parked **10)** .... the van.
The interview was **11)** .... 21 Front Street, **12)** .... an office **13)** .... the fifth floor. I was nervous and got **14)** .... the elevator **15)** .... the fourth floor by mistake. Eventually, I made it to the interview and it went well. I start work next week.

18 Questions & Answers

We use **questions** to ask for information or permission. We can also use them to make offers, requests, suggestions or invitations. *Do you know what time the film starts?* (information), *May I speak to Mrs Jones?* (permission), *Would you like me to do the hoovering?* (offer), *Could you show me how to install this program?* (request), *Shall we go to a Chinese restaurant?* (suggestion), *Would you like to go to the dinner party with me?* (invitation)

Questions with *Yes/No* Answers

- Questions with ***Yes/No*** answers begin with an **auxiliary** or **modal verb** (***is***, ***are***, ***do***, ***does***, ***can***, etc) which is followed by the subject. We usually answer these questions with ***Yes*** or ***No***.
  "Is she all right?" "Yes, she is." *"Can I have another piece of cake?" "Yes, you can."*
- When the main verb of the sentence is in the **present simple**, we form the question with ***do*** or ***does***. When the main verb is in the **past simple**, we form the question with ***did***.
  "Does she play the flute?" "Yes, she does." *"Did you get to school on time?" "No, I didn't."*
- We use short answers to avoid repetition of the question asked before.
  Positive short answers are formed with ***Yes*** + **personal pronoun** + **positive auxiliary verb**. *"Have you had lunch?" "Yes, I have."*
  Negative short answers are formed with ***No*** + **personal pronoun** + **negative auxiliary verb**.
  "Did you cook dinner?" "No, I didn't."

Wh- questions

Wh – **questions** begin with a question word such as ***who***, ***what***, ***where***, ***when***, etc. We put the auxiliary or modal verb before the subject.

- ***who*** (people)
  "Who is that young lady?" "My sister."
- ***whose*** (possession)
  "Whose coat is this?" or "Whose is this coat?" "It's Jackie's."
- ***which/what*** (things)
  Which is used alone or before nouns, ***one/ones*** or ***of*** to ask about a **limited** choice of things.
  "Which singer is your favourite – Kate Perry or Rihanna?" (You have to choose between these two singers, so the choice is limited.)
  Which is also used with **comparative** and **superlative** forms.
  "Which is larger – an elephant or a blue whale?"
  What is more general and is used **alone** or before a **noun** to ask about an **unlimited** choice of things.
  "What car do they drive?" (There are many kinds of cars such as Mercedes, Toyota, BMW, etc, so the choice is unlimited.)
- ***when/how long (ago)/how often/what time*** (time)
  "When is the summer break?" "In June."
  "How long is the film?" "Eighty minutes."
  "How often does she work out at the gym?" "Three times a week."
  "What time are we leaving?" "At 3 o'clock."
- ***where*** (places)
  "Where is my notepad?" "Under your textbook."
- ***why*** (reason)
  "Why are you late?" "I missed the bus."
  (Answers sometimes begin with *because*.)
  "Because I missed the bus."
- ***how much*** (quantity)
  "How much is that jacket?" "€60."
- ***how many*** (number)
  "How many essays must we write?" "Two."
- ***how*** (manner)
  "How do you spell 'queue'?"
- ***how long/how tall*** (size)
  "How long is your garden?" "About 15 metres."
  "How tall is Jill?" "She's 1.75m."
- ***how old*** (age)
  "How old are you?" "Eighteen."
- ***how far*** (distance) *"How far is the library?" "It's only five minutes' walk."*

Remember!

- We use ***what* + *be* ... *like*** to ask for a description of someone's character.
  "What is your new teacher like?" "She's friendly and helpful."
- We use ***what* + *do* ... *look like*** to ask for a description of somebody's physical appearance.
  "What does your brother look like?" "He's tall and well-built."

Questions & Answers 18

Subject/Object Questions

- **Subject questions** are questions we ask when we want to know the subject of the sentence. These questions usually begin with the words ***who***, ***whose***, ***what*** or ***which***. The verb is in the affirmative form.

Subject	Verb	Object
Andrew	*helped*	*Susan.*
Who	*helped*	*Susan?*

- **Object questions** are questions we ask when we want to know the object of the sentence. These questions usually begin with the words ***who***, ***whose***, ***what*** or ***which***. The verb is in the interrogative form.

Subject	Verb	Object
Andrew	*helped*	*Susan.*
Who	*did Andrew help?*	

Remember!

In **object questions** if a verb is followed by a preposition, the preposition usually comes at the end of the question. *"Who did she speak **to**?" "Which subject are you good **at** – History or Maths?"*

Indirect Questions

We use **indirect questions** when we ask for information politely. The word order in **indirect questions** is the same as in statements (**subject + verb**). Indirect questions are introduced with **question words** (***who***, ***what***, ***where***, etc) or with ***if/whether***.

Direct questions	Indirect questions
Where is the post office?	*Could you tell me **where the post office is**?*
Will they bring the birthday cake?	*Do you know **if/whether they will bring the birthday cake**?*

Indirect questions are usually used after the following expressions: ***I don't know .../I'd like to know .../I wonder .../We need to find out .../I'd like to find out ...*** as well as: ***Do you know ...?/Can you tell me ...?/Could you tell me ...?/Could you explain ...?/Have you any idea ...?***

If the **indirect question** is part of a question, we put a question mark at the end of the sentence. If it is part of a statement, we put a full stop.

Direct questions	Indirect questions
How does this printer work?	***Could you explain how this printer works?***
Should I take some medicine?	***I wonder if/whether I should take some medicine.***

So – Neither/Nor

We use:

- ***so*** **+ auxiliary verb + personal pronoun/noun** to show that we agree with a positive statement.
  *"We're going on holiday this weekend." "**So are they**."* (They are going on holiday, too.)
  *"Thomas scored a goal." "**So did Jeffrey**."* (Jeffrey scored a goal, too.)
- ***neither/nor*** **+ auxiliary verb + personal pronoun/noun** to show that we agree with a negative statement.
  *"Henry doesn't drink coffee." "**Neither/Nor do I**."* (I don't drink coffee, either.)
  *"Margaret can't scuba dive." "**Neither/Nor can Fiona**."* (Fiona can't scuba dive, either.)

18 Questions & Answers

Question Tags

- **Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something or when we want to find out if something is true or not.
- **Question tags** are formed with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present or past simple, we form the **question tag** with ***do***, ***does*** or ***did*** and the subject pronoun.
  *She plays polo, **doesn't she**? They went to the aquarium, **didn't they**?*
- A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag. *He dislikes the city, **doesn't he**? You don't eat chocolate, **do you**?*
  When the sentence contains a word with a negative meaning like ***never***, ***hardly***, ***seldom***, or ***rarely***, the question tag is positive. *She rarely asks for help, **does she**?*
- Some verbs/expressions form question tags differently. Study the following examples:

I am → aren't I?	*I am taller than you, **aren't I**?*
Imperative → will/won't you?	*Sit down, **will/won't you**?*
Don't → will you?	*Don't write in pencil, **will you**?*
Let's → shall we?	*Let's eat, **shall we**?*
I have (got) → haven't I?	*He has got a pet, **hasn't he**?*
I have → don't I?	*You have a big breakfast every day, **don't you**?*
There is/are → isn't/aren't there?	*There are some pens in my drawer, **aren't there**?*
This/That is → isn't it?	*That's your brother Philip over there, **isn't it**?*
Everyone/Someone/Anyone/No one → they?	*Everyone enjoyed the play, **didn't they**?*

Intonation

- When we are sure of the answer and expect agreement, the voice goes down in the question tag.
  *This isn't Mr Bates, **is it**?* ↘
- When we aren't sure of the answer and want to check information, the voice goes up in the question tag.
  *This is your favourite actor, **isn't it**?* ↗

1 Fill in the gaps with the correct question word(s). Then choose the correct answer to each question.

How well do you know Scotland?

Take the quiz and find out!

1 *Where* is Scotland?
[✓ A] on the island of Great Britain
B north of the island of Great Britain
C south of the island of Great Britain

2 .... is the capital of Scotland?
A Aberdeen B Glasgow C Edinburgh

3 .... is St Andrew's Day, the national day of Scotland?
A 30th November B 25th January C 6th April

4 .... instrument has long been a part of Scottish music?
A banjo B saxophone C bagpipe

5 .... is a famous Scottish actor?
A Hayden Christensen B Ewan McGregor
C Colin Farrell

2 Fill in: *which*, *who*, *whose*, *how much*, *how often*, *what time*, *where* or *how long*.

1 A: *Where* did you fly to?
B: Buenos Aires.

2 A: .... has been using my hairbrush?
B: Larissa has.

3 A: .... have you been waiting?
B: Since 3 o'clock.

4 A: .... notebook is this?
B: It's Jason's.

5 A: .... do you brush your teeth?
B: Twice a day.

6 A: .... does the play start?
B: At 6 o'clock.

7 A: .... one of you sent me flowers?
B: I did.

8 A: .... bread would you like?
B: Two loaves.

3 Write questions to which the words in bold are the answers.

1 The match starts **at 8 o'clock**.
When does the match start?

2 **Laura** saw Benjamin at the jazz festival.
....
....

3 I have **two** sisters.
....
....

4 I weigh **sixty pounds**.
....
....

5 He was late **because he overslept**.
....
....

6 Kimberly is **tall and beautiful**.
....
....

7 It takes **three hours** to drive to Manchester.
....
....

8 The weather is **rather cold** today.
....
....

9 This video game console costs **€100**.
....
....

10 The girls are **at the funfair**.
....
....

4 Fill in: *what* or *which*.

1 A: *What* colour eyes has Kate got?
B: Blue.

2 A: .... shall we do tonight?
B: We can go to the cinema.

3 A: .... is your car?
B: The black one.

4 A: .... is the capital of Poland?
B: Warsaw.

5 A: .... jacket do you like, the brown or the grey one?
B: The brown one.

5 Write questions to which the words in bold are the answers.

1 *Who is going on holiday?* **My friend** is going on holiday.
2 .... **The gorilla** lives in the jungle.
3 .... **Stella's** MP3 player is broken.
4 .... **Jack** laughed at Bill's joke.
5 .... Tom gave Liz a **birthday card**.
6 .... Sophocles wrote ***Antigone***.
7 .... **Derrick** shut the door.
8 .... **Jane's** ring is very expensive.
9 .... Melissa loves **cherries**.
10 .... **Alice** left the gate open.
11 .... Jason rode **a mountain bike**.
12 .... Frank yelled at **Luke**.
13 .... **Terry's** dog barks a lot.
14 .... Beth rescued **a little boy**.
15 .... Jim has bought **a new car**.
16 .... **Amy's** dad is a doctor.

6 Write questions to which the words in bold are the answers.

Stephanie Meyer is an American author. She was born in **Connecticut, USA** and grew up in Phoenix, Arizona. **In 1997** she completed her BA in English. **An extraordinary dream** she had one night inspired her to write her first book, *Twilight*. She wrote it in **three months** and for **her own enjoyment**. Little did she know that it would sell over 17 million copies worldwide! Since then Stephanie has created **three** more books in the series: *New Moon*, *Eclipse* and *Breaking Dawn*. **All** have been made into sensational films. Stephanie Meyer is now one of the most powerful celebrities in the world!

1 Who *is an American author?*
2 Where ....
3 When ....
4 What ....
5 How long ....
6 Why ....
7 How many ....
8 Which ....

18 Questions & Answers

7 Complete the *indirect questions* using the words in brackets.

1 A: Is Bill coming for supper?
B: Yes, I wonder *whether I should make* his favourite dish. **(whether/make)**

2 A: Where is it?
B: Why do you keep asking me ....?
.... **(where/be)**

3 A: Dad, can I get a new computer?
B: Do you have any idea ....
.... to buy one? **(how much/cost)**

4 A: I need to get in touch with Steven.
B: I wonder .... his email address. **(if/have)**

5 A: Would you mind telling me ....
to Elm Avenue? **(how/get)**
B: Sure. Just take your next left and walk straight on.

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 When does Peter's train arrive?
KNOW Do *you know when Peter's train* arrives?

2 What time does the meeting begin on Monday?
BEGINS Could you tell me ....
.... on Monday?

3 Is breakfast served after ten?
KNOW I would like to ....
.... after ten.

4 What is the rent?
LET Could you ....
.... the rent is?

5 Have they been to this restaurant before?
WONDER I ....
..................to this restaurant before.

6 Did Rose pass her driving test?
PASSED Do you know ....
.... her driving test?

7 I wonder if you know where I left my keys last night.
LEAVE Where ....
.... last night?

8 I would like to know how much money I get each week.
DO How much money ....
.... each week?

9 Decide if the statement after each exchange is true (*T*) or false (*F*).

1 Dean: I love going shopping.
Tina: So do I.
Tina loves going shopping. *T*

2 Vince: I don't like reading romance novels.
Hans: Neither do I.
Vince likes reading romance novels. ......

3 Fred: I have never ridden a horse before.
Malcolm: Neither have I.
Malcolm has never ridden a horse before. ......

4 June: I have got lots of CDs.
Ben: So have I.
Ben hasn't got lots of CDs. ......

5 Jake: I am going to walk to work.
Lyle: So am I.
Lyle is going to walk to work. ......

10 Fill in the gaps with the appropriate responses.

1 A: I didn't do my homework at the weekend.
B: *Neither/Nor did I.* I wish I had, though.

2 A: I enjoyed that pizza.
B: .... It was delicious.

3 A: I hate vegetables.
B: .... I think they are disgusting!

4 A: I'm not looking forward to meeting the new boss.
B: .... I hear he is very strict.

5 A: I'm going to New Jersey next summer.
B: .... We should meet up!

6 A: I've just got a new dog.
B: .... It's so sweet!

7 A: I haven't got a car.
B: .... I used to have a jeep, though.

8 A: I was very sick on Saturday.
B: .... I had a sore throat.

9 A: I can't understand what Eric is saying.
B: .... He speaks too fast.

10 A: I'm going to the city centre.
B: .... I'll give you a lift.

11 A: I haven't seen James for a long time.
B: .... I hope he is all right.

11 Fill in the *question tags* and short *answers*.

1 A: He likes crime novels, *doesn't he*?
B: No, *he doesn't*. He prefers historical plays.

2 A: They've bought a new dog, ...?
B: Yes, ... It's a French poodle.

3 A: You've heard his latest CD, ...?
B: Yes, ... It's absolutely amazing!

4 A: I'm not bothering you, ...?
B: No, ... You're always welcome here.

5 A: Mum made dinner, ...?
B: Yes, ... and she also cooked an apple pie.

6 A: You aren't from around here, ...?
B: No, ... I'm from Poland.

7 A: You'll be leaving tomorrow, ...?
B: Yes, ... My dad is coming for me in the afternoon.

8 A: You know how to download this program, ...?
B: Yes, ... It's a piece of cake.

12 Read the situations and write sentences with question tags, as in the example.

1 You and your classmate have just finished writing a Maths exam. The exam you wrote was very difficult. What do you say to your friend? **(tough)**
The exam *was really tough, wasn't it?*

2 It's a holiday and you want to go out and do something fun. What do you say to your friend? **(go bowling)**
Let's ....

3 You're at a restaurant with a friend. He eats very fast. What do you say? **(slowly)**
Eat ....

4 You are getting your hair done in a salon. You don't like your haircut. What do you say to your friend? **(not/look pretty)**
It ....

5 You want your mum to take you out shopping. She is still doing the washing-up. What do you say to your mum? **(not/finish/washing-up)**
You ....

13 Circle the correct item.

1 I wonder .... go visit the dentist.
A should I
[✓ B] if I should
C I whether should
D if should I

2 .... car is that in front of my house?
A Who
B What
C Why
D Whose

3 Where ....?
A my book bag is
B is book bag mine
C is my book bag
D my book bag

4 Turn off the TV, ... ?
A will you
B aren't you
C do you
D don't you

5 .... do you go to the cinema?
A How long
B How often
C How
D How far

6 She'd like to know ....
A who is that man
B who that man is
C who is man
D who man is

7 I am late, ...?
A not I
B am I not
C are I
D aren't I

8 .... the race?
A Who did win
B Who does win
C Who won
D Who win

9 "She doesn't speak Italian." "........ do we."
A Neither
B So
C Not
D And

10 .... of these jackets do you prefer, the red or the blue?
A Which
B What
C Who
D Whose

11 Someone called the plumber, ... ?
A didn't someone
B didn't they
C didn't we
D didn't one

12 .... shall we do tonight?
A Where
B Who
C What
D Which

13 "I love playing squash." "........ do I."
A Nor
B Neither
C Too
D So

14 I don't know ....
A is Joan
B where is Joan
C where is
D where Joan is

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

  anti- = against *(**anti**-crime)*
  bi- = two *(**bi**lingual)*
  co- = with *(**co**-exist)*
  counter- = in the opposite direction *(**counter**attack)*
  ex- = previous, former *(**ex**-wife)*
  inter- = between *(**inter**national)*
  mis- = done wrongly or badly *(**mis**comprehend)*
  mono- = one *(**mana**syllable)*
  multi- = many *(**multi**coloured)*
  non- = not *(**non**-profit)*
  out- = more, better *(**out**run)*
  over- = (done) to a great extent *(**over**dressed)*
  post- = after *(**post** doctoral)*
  pre- = before *(**pre**-junior)*
  pro- = in favour of *(**pro**-life)*
  re- = again *(**re**decorate)*
  semi- = half *(**semi**-circular)*
  sub- = under, less *(**sub**title)*
  super- = big, more *(**super**star)*
  trans- = (travel) from one side, group, etc, to another *(**trans**continental)*
  tri- = three *(**tri**athlon)*
  under- = not enough *(**under**staffed)*
  uni- = one *(**uni**sex)*

  The prefixes below are used to express opposite meanings.

de-	***de**flate, **de**forestation*
dis-	***dis**obey, **dis**respect*
in-	***in**active, **in**appropriate* BUT **il-** (before **l**) ***il**literate* **im-** (before **b**, **m**, **p**) ***im**balance, **im**mature, **im**polite* **ir-** (before **r**) ***ir**responsible* BUT ***un**realistic, **un**resolved*
non-	***non**-racist, **non**-smoker*
un-	***un**lock, **un**pleasant*

  Some prefixes are added to words to form verbs.

  en- *compass – **en**compass*
  BUT **em-** (before **b**, **m**, **p**) *body – **em**body*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

  ► Nouns referring to people
  - verb + **-er/-or/-ar** *(hunt – hunt**er**, investigate – investigat**or**, beg – begg**ar**)*
  - noun/verb/adjective + **-ist** *(violin – violin**ist**, escape – escap**ist**, instrumental – instrumental**ist**)*
  - verb + **-ant/-ent** *(contest – contest**ant**, study – stud**ent**)*
  - noun + **-an/-ian** *(republic – republic**an**, music – music**ian**)*
  - verb + **-ee** (passive meaning) *(train – train**ee**)*

► Nouns formed from verbs

-age	*marry – marri**age***
-al	*survive – surviv**al***
-ance	*appear – appear**ance***
-ation	*alter – alter**ation***
-ence	*exist – exist**ence***
-ion	*subtract – subtract**ion***
-ment	*arrange – arrange**ment***
-sion	*admit – admi**ssion*** (verbs ending in -d/-t)
-sis	*hypnotise – hypno**sis***
-tion	*compete – compe**tition***
-ure	*expose – expos**ure***
-y	*injure – injur**y***

► Nouns formed from adjectives

-ance	*extravagant – extravag**ance***
-cy	*secret – secre**cy***
-ence	*silent – sil**ence***
-ion	*complete – complet**ion***
-iness	*happy – happ**iness***
-ness	*light – light**ness***
-ity	*complex – complex**ity***
-ty	*loyal – loyal**ty***
-y	*honest – honest**y***

► Adjectives formed from nouns

-ous	*mountain – mountain**ous***
-al	*accident – accident**al***
-ic	*drama – drama**tic***
-ical	*alphabet – alphabet**ical***
-ish	*girl – girl**ish***
-ive	*effect – effect**ive***
-ful (with)	*care – care**ful***
-less (without)	*hope – hope**less***
-ant	*importance – import**ant***
-able	*comfort – comfort**able***
-y	*spice – spic**y***
-ly	*month – month**ly***

► Adjectives formed from verbs

-able	*reason – reason**able***
-ible	*defend – defen**sible*** (verbs ending in -d/-t)
-ive	*create – creat**ive***
-ate	*consider – consider**ate***
-ent	*depend – depend**ent***

► Verbs formed from adjectives

-en	*loose – loos**en***
-ise	*general – general**ise***

► Verbs formed from nouns

-en	*strength – strength**en***

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	(in/dis)ability	disable, enable	(un)able, disabled
	acceptance, acceptability	accept	(un)acceptable, accepted
	accident		accidental
(under)achiever	(under/over)achievement	(under/over) achieve	achievable
actor, actress	(inter/re/in)action, act, (in)activity, acting, activation	activate, (re/over/inter)act	(re/in/over)active
admirer	admiration	admire	admiring, admirable, admired
	admittance, admission, admissibility	admit	(in)admissible
adventurer	adventure		adventurous
adviser, advisor	advice, advisability	advise	(in)advisable, advisory
	alarm	alarm	alarming, alarmed
analyst	analysis	analyse	analytic(al)
	anxiety		anxious
applicant	applicator, application, applicability	apply	(in)applicable, applied
artist	art, artistry		artistic, arty
	assumption	assume	
attendant	attendance, (in)attention, (in)attentiveness	attend	attendant, (in)attentive
beginner	beginning	begin	beginning
behaviourist	(mis)behaviour, behaviourism	(mis)behave	behavioural
benefactor, beneficiary	benefit	benefit	beneficial
	breath, breathing	breathe	breathless, breathy, breathtaking, (un)breathable
	calculator, calculation	calculate	calculated, calculating, (in)calculable
celebrity	celebration	celebrate	celebrated, celebratory
	centre, centralisation	centralise, centre	central, centralised
	characteristic, character, characterisation	characterise	(un)characteristic, characterless
child, childminder	childhood, childbirth, childcare		childless, childish, childlike
	choice	choose	choosy
	classification	classify	classified, classifiable
collector	collection	collect	collected, collective, collectable
comforter	(dis)comfort	comfort	(un)comfortable, comfortless, comforting
	commitment, (non)committal	commit	(un)committed
communicator	communication	communicate	communicable, (un)communicative
competitor	competition, competitiveness	compete	(un)competitive, competing
	complaint	complain	
	(in)completeness, completion	complete	(in)complete
confidant(e)	confidence, confidentiality	confide	confident, confidential, confiding
	consciousness		(sub/un)conscious
	(conserve), conservation	conserve	conservative
	(re)consideration	consider	considerable, (in)considerate, considered
constructor	(re)construction	(re)construct	(re)constructive
	(in)correctness, correction	correct	(in)correct, corrective
correspondent	correspondence	correspond	corresponding
creator, creature	(re)creation, creativeness, creativity	(re)create	creative, recreational
	cure	cure	curable, curative
	curiosity		curious
	danger	endanger	dangerous, endangered
	(mid)day, daylight, daily		daily
	decision, (in)decisiveness	decide	decided, (in)decisive
demonstrator	demonstration	demonstrate	demonstrative
	depression, depressant	depress	depressed, depressing, depressive

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	depth	deepen	deep
	description	describe	(in)describable, descriptive
	despair, desperation	despair	despairing, desperate
destroyer	destruction, destructiveness	destroy	destructible, destructive
	determination	determine	determined
discoverer	discovery	discover	discoverable
dramatist	drama, dramatisation	dramatise	dramatic
	ease, easiness	ease	easy
economist	economy, economics	economise	economic, economical
educator, educationalist	education	educate	(un)educated, educational, educative
elector, electorate	election	elect	elective, electoral
electrician	electricity, electrocution, electrification	electrify, electrocute	electric, electrical, electrifying, electrified
employer, employee	(un)employment	employ	(un)employed, (un)employable
	encouragement, discouragement	encourage, discourage	encouraging, discouraging, encouraged, discouraged
	end, ending	end	endless
	energy	energise	energetic, energising
	enjoyment	enjoy	enjoyable
enthusiast	enthusiasm	enthuse	enthusiastic
	envy	envy	envious, enviable
escapee, escapist, escapologist	escape, escapism	escape	
	exactness, exactitude	exact	exact, exacting
examiner, examinee	exam(ination)	examine	
	excitement	excite	(un)exciting, (un)excited, excitable
	exhaustion, exhaust	exhaust	exhausted, exhausting, exhaustive
	existence	exist	existent, existing
	expectation, expectancy	expect	(un)expected, expectant
	expense(s), expenditure	expend	(in)expensive, expendable
	explanation	explain	explanatory
	fame		famed, famous, infamous
	fascination	fascinate	fascinating, fascinated
	fashion	fashion	fashionable
	fault	fault	faulty, faultless
financier	finance	finance	financial
	fluency		fluent
	(mis)fortune		(un)fortunate
	(in)frequency	frequent	(in)frequent
general, generalist	generalisation, generality	generalise	general, generalised
	globalisation, globe	globalise	global
government, governor, (governess)	government, governance, governorship	govern	governing, governmental, ungovernable
guide	guidance	guide	(mis)guided, guiding
	happiness		(un)happy
	health, healthiness		(un)healthy
	(dis)honesty		(dis)honest
host, hostess	hospitality	host	(in)hospitable
human, humanist	humanism, (in)humanity		human, humanly, humane, humanitarian
	idiom		idiomatic
	illness, ill		ill
	imagination, image, imagery	imagine	imaginary, (un)imaginable, (un)imaginative
	importance		(un)important
	impression, impressiveness	impress	(un)impressive, impressionable
	inspiration	inspire	inspirational, (un)inspired, (un)inspiring

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
insurer	insurance	insure	(un)insured
	intelligence		(un)intelligent
	(dis)interest	interest	(un/dis)interested, interesting
interpreter	(mis)interpretation	(mis)interpret	interpretive, interpretative
	introduction	introduce	introductory
intruder	intrusion	intrude	intrusive
investigator	investigation	investigate	investigative, investigatory
	invitation, invite	invite	(un)inviting, (un)invited
	isolation	isolate	isolated, isolating
jeweller	jewel, jewellery		jewelled
learner	learning	(un)learn	learned
	likelihood		(un)likely
	likeness	liken	like, alike, unlike
	loudness		loud
	luxury	luxuriate	luxurious, luxuriant
	madness	madden	mad
	majority		major
medic	medicine, medication		medical, medicated, medicinal
mortal	(im)mortality	immortalise	(im)mortal
(re)mover	movement, (re)move, motion, removal	(re)move	moving, (re)movable, motionless, unmoved
musician	music, musical		musical
	(de)mystification, mystery, mysteriousness	(de)mystify	mysterious, mystery
natural	nature, naturalisation	naturalise	(un/super)natural
	necessity, necessaries	necessitate	(un)necessary
	nerve, nervousness	(un)nerve	nervous, nerveless, nervy, unnerving
	norm, (ab)normality, normalisation	normalise	(ab)normal
operator, operative	operation	operate	(in)operable, (non-)operational, operative
opportunist	opportunity, opportunism		(in)opportune, opportunistic
	option	opt	optional
organiser	(dis/re)organisation	(dis/re)organise	(dis/re)organised, organisational
patient	(im)patience		(im)patient
	peace, peacefulness		peaceful, peaceable
	percent, percentage		
perfectionist	(im)perfection, perfectionism, perfectibility	perfect	(im)perfect, perfectible
performer	performance	perform	
person, personnel	personality, personification	personalise, personify	(im)personal, personable
pessimist	pessimism		pessimistic
	pleasure, pleasantness	please	(un)pleasant, (un)pleasurable, (dis)pleased, pleasing
politician	policy, politics	politicise	political
polluter	pollution, pollutant	pollute	polluted, polluting
	population, (un)popularity, popularisation	populate, popularise	(un)popular
	possibility		(im)possible
	(super)power, powerlessness, empowerment	(over/em)power	powerful, powered, powerless, overpowering
practitioner	(im)practicality, practice, (im)practicability	practise	(im)practical, (im)practicable
	prevention	prevent	preventable, preventive, preventative
	privacy, privatisation	privatise	private
	probability		(im)probable
producer	product, produce, (re)production, productivity	(re)produce	(un/re)productive, reproducible
professional	profession, professionalism		(un)professional
promoter	promotion	promote	promotional

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
proposer	proposal, proposition	propose	proposed, propositional
protector	protection, protectiveness	protect	(over)protective, (un)protected
psychologist	psychology, psyche, psychosis	psych(e)	psychological, psychic, psychotic
public, publicist	publicity, publication	publicise	public
pursuer	pursuit	pursue	
qualifier	(dis)qualification	(dis)qualify	(dis/un)qualified
realist	(un)reality, realism, realisation	realise	(un)real, (un)realistic
	recognition	recognise	(un)recognisable
referee	reference	refer	referable
reject	rejection	reject	reject, rejecting
relation, relative	relation, relationship, relativity	relate	(un)related, relative
	relaxation	relax	relaxing, relaxed
	reliability, reliance	rely	(un)reliable, (self-)reliant
repeater	repetition, repeat	repeat	(un)repeatable, repetitive, repetitious
	replacement	replace	(ir)replaceable
	requirement	require	
respondent	response, responsiveness, (ir)responsibility	respond	(un)responsive, (ir)responsible
	restriction	restrict	(un)restricted, restrictive
saver, saviour	safety, safe, savings	save	(un)safe
	(dis)satisfaction	(dis)satisfy	(dis)satisfied, (un)satisfactory, (un)satisfying
	scene, scenery		scenic
scientist	science		(un)scientific
	(in)security	secure	(in)secure
	(non)sense, sensation, (in)sensitivity, (in)sensibility, sensor	sense	(in)sensible, (in)sensitive, sensory, sensational, senseless
	skill		(un)skilled, skilful
spectator	spectacle(s), spectacular	spectate	spectacular
	starvation	starve	starving, starved
stranger	strangeness, estrangement		strange, estranged
	stress	stress	stressful, (un)stressed
	success	succeed	(un)successful
	suit, suitability	suit	(un)suitable, (un)suited
	suggestion	suggest	suggestive, suggestible
	summary	summarise	summary
	surprise	surprise	(un)surprising, surprised
	surroundings, surround	surround	surrounding
sympathiser	sympathy	sympathise	(un)sympathetic
tempter	temptation	tempt	tempting, tempted
	tendency	tend	
	threat	threaten	(non-)threatening
trainer, trainee	training	train	(un)trained, training
	trend, trendiness	trend	trendy
	(un)truth, truthfulness		(un)true, (un)truthful
	type		(a/un)typical
	(mis)understanding	(mis)understand	understandable, understanding, misunderstood
valuer	value, (over/under/de)valuation	(over/under/de) value	(in)valuable, valueless, (over/under)valued
	variety, variation, variability	vary	various, varied, (in)variable
warmer	warmth	warm	warm, warming
westerner	west	westernise	western, west, westernised, westerly, westward
watcher	watch	watch	watchful, watchable
worker	work	(re)work	(un)workable, working, overworked

Word Formation

1 Fill in the correct form of the words in bold using the appropriate prefix.

1 The singer is a(n) ....! His flat is worth twenty million pounds. MILLIONAIRE
2 After winning the ...., Liverpool went on to play Chelsea for the cup. FINALS
3 A group of .... protesters gathered outside the Houses of Parliament. WAR
4 After finishing her Bachelor of Science degree Brenda decided to take some .... courses. GRADUATE
5 I thought Tom .... as I was only five minutes late. REACTED
6 Julie was told to .... for the course in the following term because it was currently unavailable. APPLY
7 I won't be able to finish all this work by tomorrow. I'm not ....! HUMAN
8 Little Annie started her first day at .... at the age of three. SCHOOL
9 The northern expedition was delayed due to extreme .... temperatures. ZERO
10 He .... all his competitors and won the race in record time. RAN
11 Expect a long queue at the health centre. They are greatly .... STAFFED
12 I wouldn't be able to ride a(n) .... It has just one wheel! CYCLE

2 Fill in the correct form of the words in bold forming nouns referring to people.

1 You should see a(n) .... to choose a plan that's right for you. DIET
2 His father was a(n) .... in the Canadian Theatre Company. ACT
3 Dan and Kelly are looking for a brilliant .... to capture their wedding. PHOTO
4 Look! The .... has just pulled a white rabbit from his hat. MAGIC
5 Last year, more than 3 million .... took the language test worldwide. EXAMINE
6 Police believe the .... got into the house through the kitchen window. BURGLE
7 Sally wants to become a concert .... PIANO
8 Currently, ... are studying the effects of air pollutants on unborn babies. SCIENCE
9 He is a proud .... who votes for the more traditional party on Election Day. REPUBLIC
10 A lot of rich people have their own personal .... TRAIN
11 The professor asked the .... to put their pencils down because the exam was over. STUDY
12 While researching his family tree Ian discovered he was the .... of a king. DESCEND

3 Fill in the correct form of the words in bold forming nouns from verbs.

1 The jury came to the .... that the man was telling the truth. CONCLUDE
2 "You're not a(n) ....! You're just unlucky," he said. FAIL
3 Thousands of people waited outside the airport for the .... of the famous footballer. ARRIVE
4 The police reported that there was no new evidence in the .... INVESTIGATE
5 Milley's favourite band is giving a free .... at the Glendale Centre. PERFORM
6 For your ...., cold drinks will be served throughout the show. ENJOY
7 The clothes shop has a wide .... of jeans and jumpers at discount prices. SELECT
8 The postman has just delivered a large .... for you. PACK
9 Pizza Alvero offers free .... DELIVER
10 The team's futuristic design won first place in the science .... COMPETE
11 The psychologist claimed he could recover childhood memories using .... HYPNOTISE
12 Is there proof of the .... of aliens? EXIST

Word Formation

4 Fill in the correct form of the words in bold forming nouns from adjectives.

1 "Stop this .... right now!" said the teacher. **FOOLISH**
2 .... of the scientist's mathematical formula took years. **PERFECT**
3 They sat in .... as they waited for their test results. **SILENT**
4 Luke closed his office door in hope of getting some .... **PRIVATE**
5 After hearing the shocking news Beth lost .... **CONSCIOUS**
6 For your own .... please fasten your seat belts while on board. **SAFE**
7 People often underestimate the .... of a good night's sleep. **IMPORTANT**
8 Despite what we may think, money can't buy .... **HAPPY**
9 Her detective stories have gained in .... recently. **POPULAR**
10 In the .... of the night, everything was still and nothing could be heard. **DARK**

5 Fill in the correct form of the words in bold forming adjectives from nouns.

1 Mrs Spencer keeps all her .... jewellery and important documents in a safe. **EXPENSE**
2 There were news reports of a(n) .... boy who saved his neighbour in last week's quake. **HERO**
3 You will never find a more .... and good-hearted person than Jane. **TRUTH**
4 Dave's dog may look dangerous, but he is quite .... **HARM**
5 Einstein and Edison were two .... minds who did poorly in school. **BRILLIANCE**
6 The oleander and the nightshade are two extremely .... plants. **POISON**
7 Bob is so immature. He always says such .... things. **CHILD**
8 Have you tried any new .... Mexican dishes lately? **SPICE**
9 The doctor's secretary organises her files in .... order. **ALPHABET**
10 He receives a(n) .... salary, as do the other employees of the company. **MONTH**
11 Although Paris is an expensive travel destination, hotels can be found at .... prices. **REASON**
12 The customer refused to eat his meal, complaining it was too .... **SALT**

6 Fill in the correct form of the words in bold forming adjectives from verbs.

1 "Can you please tell me if the word 'chocolate' is a(n) .... noun?" asked Jill. **COUNT**
2 Mindy complained that she didn't have a(n) .... dress to wear for the formal dinner. **SUIT**
3 All the women in the beauty pageant are lovely and very .... **ATTRACT**
4 Drivers are .... for the safety of their passengers. **RESPOND**
5 Rick knows how to say 'thank you' and 'you're welcome' in six .... languages. **DIFFER**
6 Oliver is one of the kindest and most .... men I've ever known. **CONSIDER**

7 Fill in the correct form of the words in bold forming verbs from adjectives/nouns.

1 Due to recent events the company will take steps to .... its security. **TIGHT**
2 Much of the house has been .... by an interior designer. **MODERN**
3 The workers are .... the road in front of the city square. **WIDE**
4 The conservative party promises to .... fox hunting if they are elected. **LEGAL**
5 Mary asked the hairdresser to .... her hair colour. **LIGHT**
6 GPS navigation technology has .... the way we travel. **REVOLUTION**

Word Formation

8 Fill in the correct form of the words in bold forming the opposite of the words given.

1 Trains and buses are on strike today which is very .... CONVENIENT
2 The online music station promises to play .... hits without any commercials. STOP
3 Due to the pilot's .... calculations, the small plane landed in a grass field. ACCURATE
4 Mum said that if we were .... , she wouldn't let us go to the park and play. OBEDIENT
5 Rick's handwriting is completely .... LEGIBLE
6 She finally got a job after being .... for eight months. EMPLOYED
7 The doctor told her that she was slightly .... and that she had to take regular exercise. WEIGHT
8 It is .... to skateboard without a helmet or other protective gear. SAFE

9 Fill in the correct form of the words in bold.

1 We all need to .... the way in which we use energy these days. THINK
2 Failure to pay your phone bill may lead to your phone being .... CONNECTED
3 By middle school, David had begun to .... his classmates in track and field events. SHINE
4 When it comes to cleaning your home, always buy safe, ... products. TOXIC
5 His parents knew early on that he would grow up to be a man of .... GREAT
6 We were unsure about what to order so we asked the waiter for his .... SUGGEST
7 The director has booked a(n) .... flight from London to New York. ATLANTIC
8 Our teacher warned us that too much .... to the sun could cause cancer. EXPOSE
9 It is possible to .... meat using a microwave. FROST
10 David Filo and Jerry Yang are the .... of YAHOO. FOUNDER
11 A(n) .... was hired to create dance moves for the singer's music video. CHOREOGRAPH
12 Their young son .... all their hopes for the future. BODY
13 After the tsunami, the UK offered emergency .... to Japan. ASSIST
14 When translating from one language into another, it is possible to .... words. INTERPRET
15 The .... dog fought with the bear. FEAR
16 He was .... and didn't know whether or not to invest his money. DECISIVE
17 It is .... to throw rubbish, of any kind, on government-owned property. LEGAL
18 John Moore and Ion Tate are both running as candidates in the .... ELECT
19 More and more property owners are making home .... without professional help. IMPROVE
20 The .... of the room made me feel slightly sick. STUFFY
21 The Millers are planning to build a(n) .... onto their summer cottage. EXTEND
22 The shop owner said that we must pay for all .... BREAK
23 Greg and Debra are very .... when choosing toys for their 2-year-old daughter. SELECT
24 The teacher told the students to .... their pencils before starting their essays. SHARP
25 It is financially .... to book your airline tickets in advance. ADVANTAGE
26 The telecommunication company filed for .... after several difficult years. BANKRUPT
27 In most Asian cultures it is .... to look at someone directly in the eye. POLITE
28 Barbara looks forward to reading her .... horoscope in the paper. DAY
29 After the break-in, a bodyguard was put in charge of her .... PROTECT
30 Jeff surprised his girlfriend with a wedding .... at the football stadium. PROPOSE

Phrasal Verbs

(tr) transitive (verb that has a direct object – e.g. She ***ran into*** *Bob at the supermarket.)*
(int) intransitive (verb that hasn't got a direct object – e.g. The robbers ***ran away*** *in a stolen car.)*

be about to: (int) be on the point of
be after: (tr) 1) want, try to gain, 2) chase
be down with: (tr) be ill with; **go down with**
be for: (tr) be in favour of (opp: **be against**)
be in for: (tr) expect sth (usu bad)
be off: 1) (tr) not want/like any more, 2) (int) be absent (from school, work, etc)
be on: (int) be shown (on TV, at the cinema, etc)
be out: 1) (int) be unfashionable, 2) (int) (of light/fire) have stopped burning
be over: (int) come to an end
be through with: (int) have ended a relationship/job etc
be up to: 1) (tr) be capable of, 2) (tr) feel like doing sth usu sth wrong

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break down: (int) 1) stop working, 2) lose control of feelings, 3) fail
break in: (int)/**break into:** (tr) 1) enter by force, 2) interrupt
break off: (tr) end a relationship/agreement
break out: (int) 1) (of war, fire, etc) begin suddenly BUT a storm breaks, 2) escape
break through: (tr) advance (in spite of opposition)
break to: (tr) tell (usu bad news) to sb in a kind way
break up: (int) 1) (of schools, etc) stop for holidays, 2) separate, split up

1 Fill in the correct particle.

1 The thief cut his arm while he was breaking .... the car.
2 The FBI has been .... the bank robber for years.
3 Don't worry. I'm sure your problems will soon be ....
4 A civil war has broken .... in Libya.
5 What game is .... cable TV tonight?
6 Luckily, the kids are breaking .... early for Easter this year.

bring back: (tr) cause to recall
bring down: (tr) cause to fall
bring forward: (tr) move sth to an earlier date or time
bring in: (tr) create profit/money
bring on: (tr) cause, usu sth unpleasant
bring about: (tr) cause to happen
bring out: (tr) publish, put on the market
bring round/to: (tr) make sb regain consciousness
bring round (to): (tr) persuade
bring up: (tr) 1) raise a child, 2) mention, introduce a subject

2 Fill in the correct particle(s).

1 The demonstrations brought .... the fall of the ruling party.
2 She has brought .... over ten novels in the last five years.
3 We were brought .... in a small town in the countryside.
4 Even though he didn't agree at first, we managed to bring him .... our point of view.
5 The manager brought .... our grievances at the weekly meeting.
6 David brought .... five thousand pounds in sales last month.
7 The reunion of old students brought .... memories of university.
8 The protests were brought .... by the government's tax increases.

come across: (tr) meet/find by chance, **run across**
come along: (int) 1) hurry up, **come on**, 2) appear, arrive by chance
come by: (tr) obtain
come down to: (int) be passed on to sb by inheritance
come down with: (tr) become ill, **go down with**
come into: (tr) inherit
come off: (int) succeed
come out: 1) (int) (of flowers) begin to blossom, 2) (int) be published, 3) (int) (of stains) be able to be removed
come round: (int) 1) visit casually, 2) regain consciousness, **come to**
come to: (tr) amount to a total
come up: 1) (int) be mentioned, 2) (tr) arise; occur
come up to: 1) (tr) approach, 2) (tr) equal; be up to (expectations)
come up with: (tr) find, think of (a solution, an answer, etc)

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cut across: (tr) take a shorter way
cut back (on): (tr) reduce (expenses, production) **cut down on**
cut down: (tr) 1) cause to fall by cutting, 2) reduce sth
cut in: 1) (int) move suddenly in front of another car, 2) (int) interrupt
cut into: (tr) interrupt, **break in**
cut off: (tr) 1) disconnect, 2) (usu passive) isolate
cut out: (tr) omit
be cut out for/to be: be suited for (a profession)
cut up: (tr) cut into small pieces

Word Formation

8 Fill in the correct form of the words in bold forming the opposite of the words given.

1 Trains and buses are on strike today which is very .... CONVENIENT
2 The online music station promises to play .... hits without any commercials. STOP
3 Due to the pilot's .... calculations, the small plane landed in a grass field. ACCURATE
4 Mum said that if we were .... , she wouldn't let us go to the park and play. OBEDIENT
5 Rick's handwriting is completely .... LEGIBLE
6 She finally got a job after being .... for eight months. EMPLOYED
7 The doctor told her that she was slightly .... and that she had to take regular exercise. WEIGHT
8 It is .... to skateboard without a helmet or other protective gear. SAFE

9 Fill in the correct form of the words in bold.

1 We all need to .... the way in which we use energy these days. THINK
2 Failure to pay your phone bill may lead to your phone being .... CONNECTED
3 By middle school, David had begun to .... his classmates in track and field events. SHINE
4 When it comes to cleaning your home, always buy safe, ... products. TOXIC
5 His parents knew early on that he would grow up to be a man of .... GREAT
6 We were unsure about what to order so we asked the waiter for his .... SUGGEST
7 The director has booked a(n) .... flight from London to New York. ATLANTIC
8 Our teacher warned us that too much .... to the sun could cause cancer. EXPOSE
9 It is possible to .... meat using a microwave. FROST
10 David Filo and Jerry Yang are the .... of YAHOO. FOUNDER
11 A(n) .... was hired to create dance moves for the singer's music video. CHOREOGRAPH
12 Their young son .... all their hopes for the future. BODY
13 After the tsunami, the UK offered emergency .... to Japan. ASSIST
14 When translating from one language into another, it is possible to .... words. INTERPRET
15 The .... dog fought with the bear. FEAR
16 He was .... and didn't know whether or not to invest his money. DECISIVE
17 It is .... to throw rubbish, of any kind, on government-owned property. LEGAL
18 John Moore and Ion Tate are both running as candidates in the .... ELECT
19 More and more property owners are making home .... without professional help. IMPROVE
20 The .... of the room made me feel slightly sick. STUFFY
21 The Millers are planning to build a(n) .... onto their summer cottage. EXTEND
22 The shop owner said that we must pay for all .... BREAK
23 Greg and Debra are very .... when choosing toys for their 2-year-old daughter. SELECT
24 The teacher told the students to .... their pencils before starting their essays. SHARP
25 It is financially .... to book your airline tickets in advance. ADVANTAGE
26 The telecommunication company filed for .... after several difficult years. BANKRUPT
27 In most Asian cultures it is .... to look at someone directly in the eye. POLITE
28 Barbara looks forward to reading her .... horoscope in the paper. DAY
29 After the break-in, a bodyguard was put in charge of her .... PROTECT
30 Jeff surprised his girlfriend with a wedding .... at the football stadium. PROPOSE

3 Fill in the correct particle(s).

1 Come ...., hurry. The film starts in ten minutes.
2 The doctor advised her to cut .... on sweets.
3 This is the first time I've come .... such a problem.
4 The only one who came .... a solution to our dilemma was Mum.
5 My nose is stuffy and my head hurts. I think I'm coming .... a cold.
6 I heard Tom came .... a lot of money after his uncle passed away.
7 The snowstorm completely cut .... the village for weeks.
8 How did you come .... this document? I'm sure I had locked it with a password.
9 He can't stand the sight of blood. I don't think he's cut .... to be a doctor.
10 "Is that all your purchases for today?" "Yes, thanks, how much does it come .... ?"
11 If you're out of breath climbing stairs, you should cut .... on your smoking.
12 I think we'd arrive sooner if we cut .... Bond Street.
13 Did your promotion come .... in the meeting?
14 It was a risky investment but it came ....

do away with: (tr) 1) abolish, 2) kill
do down: (tr) speak badly of sb
do in: (tr) kill
do up: (tr) 1) fasten, tie, 2) wrap, 3) repair, redecorate, 4) make oneself more attractive, dress up
(could) do with: (tr) want, need sth
do without: (tr) live/continue without having sth

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fall apart: (int) 1) break into pieces, 2) end in failure
fall back on: (tr) turn to sth for help when other plans have failed, **turn to**
fall behind: (int) 1) fail to keep up, 2) be late (with payment)
fall for: (tr) 1) be deceived, 2) fall in love with sb
fall in: (int) collapse
fall into: 1) (tr) belong to; be part of (categories), 2) (tr) begin; enter a state
fall in with: (tr) agree with, **go along with**
fall on: 1) (tr) attack, 2) (tr) eat hungrily
fall out (with): (tr) quarrel with sb
fall through: (int) fail to be completed

4 Choose the correct item.

1 Do **up/away with** your seatbelts or I won't start the car.
2 After working a 16-hour day, I could surely do **up/with** some sleep.
3 I can really do **without/away with** another crazy reality show.
4 They have finished doing **without/up** their old summer house and are having a party to celebrate.
5 He always falls **in with/for** her silly excuses and forgives her.
6 She is keen on becoming a dancer, but she will also study advertising, so she can have a degree to fall **back on/behind** in case things don't work out.
7 Helen might oppose this idea now, but I'm sure she'll fall **in with/for** it soon.
8 John was called into the manager's office because he had fallen **behind/apart** with his work.
9 I don't agree with the death penalty. I think they should do **without/do away with** it.
10 Without Sue leading the team, it could fall **apart/fall in**.

get across: (tr) successfully communicate ideas
get along: (int) continue despite difficulties
get along (with): (tr) be on friendly terms with sb, get on with
get at: (int) mean
get away with: (tr) 1) escape punishment for wrongdoing, 2) escape capture with stolen goods
get back: (tr) recover possession of
get down: 1) (tr) swallow although difficult, 2) (tr) depress
get down to: (tr) start doing sth seriously
get on: (int) 1) advance, make progress, 2) become late, get nearer 3) have a friendly relationship, get along
get on with: (tr) 1) be on good terms with, **get along with**, 2) continue after an interruption
get out: (int) (of news) become known
get over: (tr) 1) recover, 2) overcome
get round: (tr) persuade; bring round
get round to: (tr) find the necessary time to do sth
get through: 1) (tr) finish (a piece of work), 2) (int) survive through difficult times, 3) (tr) use up all of sth (supplies, money, etc)
get through to: (tr) reach sb by telephone
get up: (int) rise from bed What time did you get up today?

Phrasal Verbs

5 Fill in the correct particle(s).

1. No one knows if our country will be able to get .... the economic crisis.
2. She doesn't get .... her brother at all; they never agree on anything.
3. The robbers got .... over $100,000 in cash.
4. I've been trying to get .... you all day, but your phone has been busy.
5. There's been so much work at the office, I haven't got .... checking my email accounts yet.
6. How is work getting .... at the construction site?
7. You left your phone on the train! How will you get it .... ?
8. How did you get .... with your grandfather?
9. I don't think I'll be able to get .... my ideas if he can't speak English.

give away: (tr) 1) reveal sth, betray sb, 2) lose an advantage
give back: (tr) return
give in: 1) (int) surrender, 2) (tr) hand in
give off: (tr) emit (heat, fumes, smell, etc)
give out: 1) (int) come to an end, 2) (tr) distribute, hand out
give up: (tr) 1) stop/abandon an attempt, habit, etc 2) (int) surrender, offer oneself as a prisoner, 3) (int) stop doing or having sth

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go after: (tr) pursue
go ahead: (int) be allowed to happen
go away: (int) (of a problem, feeling, etc) disappear; cease
go back on: (tr) break a promise or agreement
go by: (tr) base my ideas on
go down with: (tr) become ill
go for: 1) (tr) attack, 2) (tr) apply for (a job)
go in for: (tr) take part in (a competition)
go on: 1) (int) continue; **carry on**, 2) (int) happen
go off: (int) 1) (of a bomb) explode, (of an alarm) ring, 2) be switched off, 3) (of food) spoil
go out: (int) stop burning, be extinguished
go over: (tr) 1) examine details, 2) repeat
go round: (int) 1) be enough for everyone to have a share, 2) visit, 3) (of news, a disease) spread, circulate
go through: (tr) 1) examine carefully, **go over**, 2) (of money, food, etc) use up, spend, 3) experience, endure
go up: (int) rise (price)
go with: (tr) match
go without: (tr) endure the lack of sth; **do without**

6 Fill in the correct particle(s).

1. The team gave .... their opportunity for a goal and their opponents scored to win the match.
2. You should always go .... any document before signing it.
3. Your car is giving .... a strange smell of burnt rubber.
4. There's enough food to go .... for everyone.
5. Janice has gone .... the flu and won't be attending the meeting.
6. All your work must be given .... by the end of the month.
7. Don't drink the milk! It's gone ....
8. Why don't you give .... smoking?
9. Students were giving .... leaflets to passers-by.
10. Sorry I'm late. I didn't hear my alarm go ....
11. He's gone .... his word and decided not to help us.
12. After a week on the run the thief gave himself .... to the police.
13. When we woke up, the fire had gone ....
14. A rumour is going .... that the company may go bankrupt.
15. My son kept begging me for a new computer and I finally gave ....

hold back: 1) (tr) control (tears, laughter), 2) (tr) keep secret, 3) (int) be reluctant to act
hold in: (tr) restrain
hold off: (int) not do sth immediately; delay sth
hold on: (int) wait (esp. on the phone)
hold on to: (tr) (of an idea, belief, etc) continue to believe
hold out: 1) (int) last, 2) (int) persist
hold up: 1) (tr) delay, 2) (tr) use violence in order to rob, 3) (int) last, **hold out**

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keep away from: (tr) stay away
keep back: (tr) not tell
keep down: (tr) cause to remain at a lower level
keep in: (tr) make sb stay indoors (as punishment)
keep off: (tr) 1) make sb stay away from, 2) avoid (food, a habit, etc), **keep away from**
keep on: 1) (int) continue in spite of difficulties, 2) (tr) continue doing sth, **carry on**
keep out: (tr) stop sb from going into a place
keep out of: (tr) stay away from (trouble)
keep up with: (tr) 1) proceed at an equal pace with, 2) continue to be informed (news, events)

7 Choose the correct item.

1 If you hold **on/up** a minute, I'll make each one of you a sandwich.
2 She didn't want to embarrass him, so she held **on/back** her laughter.
3 There are so many discoveries in science these days, it's impossible to keep **away from/up with** them all.
4 We're held **back/up** in traffic, so we'll probably be late.
5 The committee released the findings from the investigation, but kept **on/back** a considerable amount of information.
6 If you keep **up with/on** eating sweets like that, you will develop a health problem.
7 You can go to the football match as long as you keep **out of/off** trouble.
8 This is the best online site to keep **up with/out of** the weather forecast.

look after: (tr) take care of
look back (on): (tr) consider the past
look down on: (tr) have a bad opinion of sb, disapprove of sb/sth (opp: **look up to**)
look for: (tr) search for
look forward to: (tr) anticipate (with pleasure)
look in on sb: (tr) pay a short visit to
look into: (tr) examine, investigate
look on: (int) observe
look out: (int) be careful
look out for: (tr) be alert in order to see/find sb/sth
look over: 1) examine sth carefully, **go through**, 2) revise briefly and quickly
look round: (tr) visit a place and look at the different parts in it
look through: (tr) 1) look at sth quickly, 2) search among a few things to find something
look up: 1) (tr) look for sth (such as an address, etc) in a book or list, 2) visit sb (esp. sb living far away)

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be made for: suit exactly
make for: (tr) go towards It's late.
make over: (tr) give possession of sth to sb else
make out: (tr) 1) see sb/sth clearly, 2) understand, work out, 3) write out, **fill in**
make sth up to sb: (tr) compensate sb for sth
make up: 1) (tr) invent, **think up**, (a story, an excuse, etc) 2) (tr) put cosmetics on, 3) (int) become friends again, 4) (tr) form as a whole
make up one's mind: decide
make up for: (tr) compensate, repay sb for sth

8 Choose the correct item.

1 We will be looking **after/out for** Mum's plants while she's away all summer.
2 If you don't know what this word means, look it **over/up** in your dictionary.
3 Everyone is looking **for/forward to** the upcoming reunion party.
4 The doctor looked **over/after** the patient's medical chart.
5 I need to have my eyes checked; I can't make **up/out** what that sign says.
6 She offered to make up **for/with** the hours she owed by working at weekends.
7 I'm not sure who is dealing with your enquires, but I'll look **into**/look **out** it for you.
8 Tom was your best friend before the fight; I think you should try to make **over**/make **up**.

put across: (tr) communicate successfully; get across/over
put aside: (tr) save, **put by**
put away: (tr) put sb into prison or mental hospital
put down: (tr) 1) make a note, **write down**, 2) pay a deposit for sth
put down to: (tr) attribute to
put forward: (tr) propose
put off: (tr) postpone
put on: (tr) 1) dress oneself in, 2) increase (in weight), 3) switch on, 4) (of a show/performance) cause to take place
be put out: be annoyed
put out: (tr) 1) extinguish (fire, etc), 2) cause inconvenience to sb
put through: (tr) 1) connect by telephone, 2) make sb undergo or suffer sth
put up: 1) (tr) erect; build, 2) (tr) offer hospitality, 3) (tr) show in a public place
put up with: (tr) tolerate, bear

9 Choose the correct item.

1 Unfortunately, the meeting has been put **out/off** again due to the severe snowstorm.
2 The murderer pleaded guilty and was put **down/away** for years.
3 Hey, you've put **out/on** a little bit of weight and it looks good on you. You were too thin before.
4 She's putting **through/aside** all the money she makes working part-time because she wants to go to Italy on holiday this year.
5 Put **down/on** your tracksuit and let's go jogging.

Phrasal Verbs

run across: (tr) meet sb/find sth by chance
run after: (tr) chase
run away: (int) escape (from home, duty, etc), **run off**
run away with: (tr) steal
run down: 1) (tr) knock down (with a vehicle); run over, 2) (tr) speak badly of sb
run in: (tr) bring a new car engine into full use (by driving it slowly for a set period)
run into: (tr) 1) meet sb unexpectedly, 2) collide with sth in a vehicle, 3) experience (difficulties)
run off: (tr) make prints/copies
run out of: (tr) no longer have a supply of sth
run through: 1) (tr) use up, 2) (tr) rehearse, check or revise quickly
run up: (tr) accumulate
run up against: (tr) encounter (difficulties/opposition)

see about: (tr) deal with; see to
see off: (tr) accompany a traveller to his/her plane, train, etc
see out: (tr) accompany sb to the door/exit of a house/ building
see over: (tr) inspect a place; look round
see through: (tr) 1) not be deceived by sb/sth, 2) support sb in difficulties
see to: (tr) take care of

stand by: (tr) support sb (esp. in difficulties)
stand for: (tr) be an abbreviation for
stand in for: (tr) replace sb temporarily
stand out: (int) be noticeable
stand up: 1) (int) rise to one's feet, 2) (tr) fail to meet
stand up to: (tr) resist
stand up for: (tr) support/defend sb or sth

be taken aback: be strongly surprised
take after: (tr) look or act like a relative, resemble
take away: (tr) remove
take back: (tr) admit I am wrong
take for: (tr) identify wrongly
be taken in: (tr) be deceived
take in: 1) (tr) give accommodation, 2) (tr) make clothes narrower (opp: **let out**), 3) (tr) fully understand
take off: 1) (tr) remove clothes (opp: put on), 2) (int) (of planes) leave the ground, 3) (int) start to improve
take on: 1) (tr) undertake work/responsibility, 2) (tr) employ
take out: 1) (tr) remove, 2) (tr) clean (mark, dirt)
take sb out: (tr) take sb to a restaurant, etc
take over: (tr) gain control of sth
take to: (tr) like
take up: (tr) 1) begin a hobby, sport, job, 2) fill (time, space)

10 Fill in the correct particle(s).

1 It was so nice to run .... my grammar school teacher whom I hadn't seen in ten years.
2 They drove to the airport to see their son ....
3 Looking through the drawer I ran .... some papers you might need.
4 They were doing well until they ran .... some serious financial difficulties and had to delay their loan payments.
5 You take care of the food and I'll see .... the music for the party.
6 I could see .... all his lies.
7 Would you like a soda? We have run .... sparkling water.
8 Their son ran .... from home last year and they still haven't heard from him.
9 Phil, can you see .... the kids while I make dinner?
10 The people at table five ordered everything on the menu and ran .... a huge bill.

11 Fill in the correct particle(s).

1 She's a talented dancer. She takes .... her mum.
2 I don't know where I would be if you hadn't stood .... me during those difficult times.
3 "What does the acronym UEFA stand ....?" "Union of European Football Associations."
4 I'm planning to take .... Tai Chi. Do you want to join me?
5 His acting career really took .... after he starred in the hit sitcom.
6 We really need to dress up. They're taking us .... to a fancy restaurant.
7 Patrick is going to stand .... Martha while she's away on holiday.
8 Although our cat is usually frightened of children, it took .... your son right away.
9 You were very brave to stand .... the boss like that.
10 Michelle will take .... from Gordon when he retires.

turn away: (tr) refuse admittance
turn down: 1) (tr) refuse an offer, reject, 2) (tr) reduce volume, etc (opp: **turn up**)
turn sb in: (tr) give sb to the police
turn into: (tr) change into, become
turn off: (tr) switch off (opp: turn on)
turn out: 1) (tr) produce, 2) (int) prove to be
turn over: (int) turn to a new page, change TV channel
turn to: (tr) go to sb for help/advice
turn up: 1) (int) arrive or appear (unexpectedly), 2) (tr) increase (volume, pressure)

work on: (tr) have an effect on
work out: 1) (tr) find the solution to a problem by reasoning or calculation, 2) (int) develop successfully
work up: (tr) develop

12 Fill in the correct particle.

1 I can't believe he turned .... that job after being unemployed for months.
2 Did the washing powder work .... that stain?
3 "Guess who turned .... at the office the other day? John." "Wow! That was daring of him after yelling at your boss and walking out."
4 Please don't forget to turn .... the heater as you leave the room.
5 If you give me a few minutes, I'll try to work .... a logical solution.
6 The person I usually turn .... when I need something is my grandpa.
7 All that running has really made me work .... a sweat.
8 He was turned .... from the club for not wearing a tie.

Revision

13 Choose the correct particle(s).

1 We've run **off/out of** sugar. Could you please buy some?
2 The radiator is giving **off/out** a strange smell.
3 Mary was brought **down/up** by her grandparents.
4 If the share price keeps going **on/up**, we should sell.
5 Everyone was surprised when they broke **off/up** their engagement.
6 Anne really stands **up/out** in a crowd with her long red hair.
7 "How could he afford to buy the house?" "He came **into/across** a lot of money when his aunt died."
8 He knew he was through **with/in** for boxing when he began having headaches.
9 That's the third time this month the dishwasher has broken **off/down**.
10 Despite the rain, the parade went **ahead/after**.
11 Thanks for coming in, Mr Moore; my secretary will see you **out/off**.
12 It's getting too hot in here. I'm going to take **away/off** my tie.
13 The house is in a good location, but it really needs to be done **up/away with**.
14 News of the accident got **out/along** when it appeared on the Internet.
15 You put **out/forward** some interesting points today at the meeting.
16 Claire has been **up to/after** the manager's position for some time.
17 Would you mind looking in **on/into** my dogs while I'm on holiday?
18 Giving such a big party was ambitious, but I have to say it's come **off/by**.
19 I'm sorry we cut **off/out** your gas, but you fell **behind/back** with your payments.
20 It's important that we stand **up to/up for** our rights.
21 Before the play's opening night we can run **across/through** our lines one last time.
22 I've been looking **out for/forward to** this barbecue for weeks.
23 "Are you coming to the library?" "Yes I just have to give **up/in** my essay."
24 I had been working so hard that I fell **into/in** a deep sleep.
25 Do you really think Ben is up **to/with** running the company by himself?
26 I'm getting **out/on** well with my new colleagues.
27 Who did you turn **to/down** when you had money problems?
28 There is very little information on the situation, this report is all I have to go **for/by**.
29 Joan's been putting money **aside/away** for her son's education.
30 While I'm in London, I'll look **out/up** Steven, my friend from university.

Verbs/Adjectives/Nouns with Prepositions

Key: (adj) – adjective (prep) – preposition (v) – verb (n) – noun

A

abide by (v)
absent from (adj)
abstain from (v)
accompanied by (adj)
according to (prep)
account for (v)
accuse sb of (v)
accustomed to (adj)
acquainted with (adj)
addicted to (adj)
adequate for (adj)
adjacent to (adj)
advantage of (n) (but: there's an **advantage in** – (have) an **advantage over** sb)
advice on/against (n)
afraid of (adj)
agree about sth (v)
agree to/on sth (v)
agree with sb (v)
ahead of (prep)
aim at (v)
allergic to (adj)
amazed at/by (adj)
amount to (v)
amused at/with (adj)
angry at what sb does (adj)
angry with sb about sth (adj)
angry with sb for doing sth (adj)
annoyed with sb about sth (adj)
(in) answer to (n)
anxious about sth (adj)
(be) anxious for sth to happen (adj)
apologise to sb for sth (v)
(make an) appeal to sb for sth (n)
appeal to/against (v)
apply in writing (v)
apply to sb for sth (v)
approve of (v)
argue with sb about sth (v)
arrange for sb to do sth (v)
arrest sb for sth (v)
arrive at (a small place) (v)
arrive in (a town) (v)
ashamed of (adj)
ask about/for (v) (but: **ask sb a question**)
assure (sb) of (v)
astonished at/by (adj)
attached to (adj)
attack on (n)
attack sb for sth (v)
attend to (v)
(un)aware of (adj)

B

bad at (adj) (but: He was very bad to me.)
ban sb from sth (v)
base on (v)
basis for (n)
beg for (v)
begin by/with (v)
believe in (v)
belong to (v)
benefit from (v)
bet on (v)
beware of (v)
(put the) blame on sb (n)
blame sb for sth (v)
blame sth on sb (v)
boast about/of (v)
bored with (adj)
borrow sth from sb (v)
brilliant at (adj)
bump into (v)
busy with (adj)

C

call at/on (phr v)
campaign against/for (v)
capable of (adj)
care about (v)
care for sb (v) (= like)
(take) care of (n)
care for sth (v) (= like to do sth)
careful about/of/with (adj)
careless about/with (adj)
cause of (n)
certain of (adj)
change into (v)
characteristic of (n/adj)
charge for (v)
charge sb with (v)
check for (v)
choice between/of (n)
clever at (adj) (but: It was very clever of you to buy it.)
close to (adj)
coax sb into (v)
coincide with (v)
collaborate with (v)
collide with (v)
comment on (v)
communicate with (v)
compare with (v) (how people and things are alike and how they are different)
compare to (v) (show the likeness between sb/sth and sb/sth else)
comparison between (n)
compete against/for/with (v)
complain of (v) (= suffer from)
complain to sb about sth (v) (= be annoyed at)
compliment sb on (v)
comply with (v)
conceal sth from sb (v)
concentrate on (v)
(have) confidence in sb (n)
confine to (v)
confused about/by (adj)
confusion over (n)
congratulate sb on sth (v)
connection between (n) (but: in connection with)
conscious of (adj)
connect to/with (v)
consider sb for sth (v)
consist of (v)
contact between (n) (but: in contact with)
content with (adj)
contrary to (adj)
contrast with (v)
contribute to (v)
convert to/into (v)
cope with (v)
correspond to/with (v)
count against (v)
count on sb (phr v)
cover in/with (v)
covered in/with (adj)
crash into (v)
(have) a craving for sth (n)
crazy about (adj)
crowded with (adj)
cruel to (adj)
cruelty towards/to (n)
cure for (n)
curious about (adj)

Verbs/Adjectives/Nouns with Prepositions

D

damage to (n)
date back to (v)
date from (v)
deal with (v)
dear to (adj)
decide on/against (v)
decrease in (n)
dedicate to (v)
deficient in (adj)
definition of (n)
delay in (n)
(take) delight in doing sth (n)
delighted with (adj)
demand for (n)
demand from (v)
depart from (v)
departure from (n)
depend on/upon (v)
dependent on (adj)
deputise for (v)
descended from (adj)
describe as (v)
describe sb/sth to sb else (v)
description of (n)
die of/from (v)
die in an accident (v)
differ from (v)
(have) difference between/of (n)
different from (adj)
difficulty in/with (n)
disadvantage of (n) (but: there's a **disadvantage in** doing sth)
disagree with (v)
disappointed with/about/by (adj)
disapprove of (v)
discharge sb from (v)
discouraged from (adj)
discussion about/on (n)
disgusted by/at (adj)
dismiss from (v)
dispose of (v)
disqualified from (adj)
dissatisfied with (adj)
distinguish between (v)
divide between/among (v)
divide into/by (v)
do sth about (v)
doubtful about (adj)
dream about (v)
dream of (v) (= imagine)
dressed in (adj)

E

eager for (adj)
economise on (v)
efficient at (adj)
(put) effort into sth (n)
emphasis on (n)
engaged to sb/in sth (adj)
engagement to sb (n)
enthusiastic about (adj)
enquire about sth (v)
envious of (adj)
equal to (adj)
escape from/to (v)
example of (n)
excellent at (adj)
exception to (n) (**make an exception of sth/sb** = treat sth/sb as a special case – **take exception to sth** = object to sth)
exchange sth for sth else (v)
excited about (adj)
exclaim at (v)
excuse for (n)
excuse sb for (v)
exempt from (adj)
expel from (v)
experienced in/at (adj)
experiment on/with (v)
expert at/in (sth/doing sth) (n) (= person good at)
expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge)
expert with sth (n) (= good at using sth)
expert on (n) (= person knowledgeable about a subject)

F

face up to (phr v)
fail in an attempt (v)
fail to do sth (v)
failure in (an exam) (n)
failure to (do sth) (n)
faithful to (adj)
fall in (n)
familiar to sb (adj) (= known to sb)
familiar with (adj) (= have knowledge of)
famous for (adj)
fed up with (adj)
fill sth with sth else (v)
finish with (v)
fire at (v)
flee from (v)
fond of (adj)
forget about (v)
forgive sb for (v)
fortunate in (adj)
free from/of/for (adj)
friendly with/to (adj)
frightened of (adj)
full of (adj)
furious with sb about/at sth (adj)

G

generosity to/towards (n)
genius at (n)
glance at (v)
glare at (v)
good at (adj) (but: He was very good to me.)
grateful to sb for sth (adj)
grudge against (n)
guess at (v)
guilty of (adj) (but: he felt guilty about his crime)

H

happen to (v)
happy about/with/for (adj)
harmful to (adj)
hear about (v) (= be told)
hear from (v) (= receive a letter)
hear of (v) (= learn that sth or sb exists)
heir to (n)
hinder from (v)
hint to sb about sth (v) (but: hint at sth)
hope for (v)
hope to do sth (v)
(no) hope of (n)
hopeless at (adj)

Verbs/Adjectives/Nouns with Prepositions

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n) independent of/from (adj)	indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inject sth into sb/sth (v) inoculate against (v) insist on (v) instead of (prep) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj) key to (n)	knowledge of (n)
L	lack in (v) lack of (n) laugh about (v) laugh at (v) lead to (v)	lean on/against (v) learn about/by (v) leave for (v) (= head for) lend sth to sb (v) listen to (v)	live on (v) long for (v) look at (v) look for (v) (= search for) look forward to (v)
M	married to (adj) marvel at (v)	mean to (adj) mention to (v)	mistake sb for (v) mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominate sb (for/as sth) (v)	(take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n) operate on (v)	opinion of/on (n) opposite of/to (n)
P	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: **pay a bill**) pay in (cash) (v) peculiar to (adj) persist in (v) (but: **insist on**) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj) pleased about sth (adj)	pleased with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb/sth from (v)	(take) pride in (n) pride oneself on sth/on doing sth (v) profit from (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualify as/in (v)	qualified for (adj) quick at (adj)	quotation from (n)

Verbs/Adjectives/Nouns with Prepositions

R

rave about (v)
react to (v)
reaction to (n)
ready for (adj)
reason for (n)
reason with (v)
rebel against (v)
receive from (v)
(keep) a record of (n)
recover from (v)
reduction in (n)
refer to (v)
(in/with) reference to (n)
refrain from (v)
regard as (v)
regardless of (prep)
related to (adj)
relationship between (n) (but: a **relationship with** sb)
relevant to (adj)
rely on (v)
remind sb of/about (v)
remove from (v)
replace sth with sth else (v)
reply to (n/v)
report on (n/v)
reputation for/of (n)
research on/into (n)
respect for (n)
respected for (adj)
respond to (v)
responsibility for (n)
responsible for (adj)
result from (v) (= be the consequence of)
result in (v) (= cause)
result of (n)
resulting from (adj)
rhyme with (v)
rich in (adj)
(get) rid of (phr)
rise in (n)
(make) room for (n)
rude to (adj)

S

safe from (adj)
same as (adj)
satisfied with/by (adj)
save sb from (v)
save sth for sb (v)
scared of (adj)
scared to (v)
search for (v/n)
(be) in search of (n)
sensible of sth (adj) (= aware of sth)
sensitive to (adj)
sentence sb to (v)
separate from (v)
serious about (adj)
settle for/on (v)
share in/of sth (n)
shelter from (v)
shocked at/by (adj)
shoot at (v)
short of/on (adj)
shout at (v)
shy of (adj)
sick of (adj)
silly to do sth (adj) (but: it was silly of him)
similar to (adj)
skillful at (adj)
skilled at/in (adj)
slow in/about doing sth/to sth (adj)
smell of (n/v)
smile at (v)
solution to (n)
sorry about (adj) (= feel sorry for sb) (but: I'm **sorry for** doing sth)
speak to/with sb about (v)
specialise in (v)
specialist in (n)
spend money on sth (v)
spend time in/doing sth (v)
split into/in (v)
spy on (v)
stare at (v)
strain on (n)
study for (v)
subject to (adj/v)
submit to (v) (but: **submit sth for** publication)
subscribe to (v)
succeed in (v)
suffer from (v)
sufficient for sth/sb (adj)
suitable for (adj)
superior to (adj)
sure of/about (adj)
surprised at/by (adj)
surrender to (v)
surrounded by (adj)
suspect sb of (v)
suspicious of (adj)
sympathetic to/towards (adj)
sympathise with (v)

T

take sth to sb/sth (v)
talent for sth (n)
talk to sb about sth (v)
(have) taste in (n)
taste of (v)
terrible at (adj)
terrified of (adj)
thank sb for (v)
thankful for (adj)
think about/of (v)
threat to sb/sth/of sth (n)
threaten sb with sth (v)
throw at (v) (in order to hit)
throw to (v) (in order to catch)
tire of (v)
tired of (adj) (= fed up with)
translate from ... into (v)
tread on (v)
trip over (v)
trouble with (n)
typical of (adj)

U

unaware of (adj)
understanding of (n)
uneasy about (adj)
upset about/over sth (adj)
(make) use of (n)
used to (adj)
useful for/to (adj)

V

valid for (length of time) (adj)
valid in (places) (adj)
value sth at (v)
vote against/for (v)
vouch for (v)

W

wait for (v)
warn sb against/about/of (v)
waste (time/money) on (v)
weak in/at (adj)
wink at (v)
wonder about (v)
work as/in/at sth (v)
worry about (v)
worthy of (adj)
write about (v)
write to sb (v)
wrong about (adj)

Verbs/Adjectives/Nouns with Prepositions

Above	above the line			
Against	against the law			
Ahead	ahead of schedule	ahead of one's time		
At	at an advantage at the age of at the airport at auction at the beginning of (when sth started) (but: **in the beginning** = originally) at one's best at breakfast/lunch etc at the bottom of at the bus stop at church at college at the corner/on the corner at all costs at the crossroads at dawn	at a disadvantage at one's desk at the door at ease at the end (= when sth is finished) (but: **in the end** = finally) at your expense at fault at first at first hand at first sight at a glance at hand at heart at home at/in a hotel at ... miles per hour at large at last	at the latest at least at the very least at length at liberty at a loss at the match at midnight at the moment at most at night at noon at once at peace/war at a place at present at a profit at the prospect at random at any rate	at one's request at the same time at school at sea at short notice at (high/full) speed at/in the station at sunset at the table at the time at times at the top of (but: **on top of**) at war at the weekend (British English) at work at 230 Mills St.
Before	before long			
Behind	behind schedule	behind the times		
Below	below the line			
By	by accident by/from all accounts by appointment by the arm/hand by auction by birth by bus/train/plane/ship/helicopter/taxi/boat/sea/air/car etc (but: **on a/the bus/plane/train/ship/boat – in a taxi/car/plane/ helicopter**)	by chance by cheque by correspondence by day/night by degrees by the dozen by eye by far by force by hand by heart by invitation	by land/sea/air by law by luck by marriage by means of by mistake by nature by now by oneself by order of by post by phone	by mistake by profession by request by (the/one's) side by sight by skill by surprise by the time by the way by oneself
For	for ages for breakfast/lunch/dinner for certain for a change for ever for fear (of)	for fun (= for amusement) for good for granted for hire for a holiday for keeps for instance	for luck for life for love for nothing for once for the rest of for safe keeping	for one's sake for the sake of for sale (= to be sold) for short for the time being for a walk for a while
From	from time to time from now on	from experience	from memory	from scratch

Verbs/Adjectives/Nouns with Prepositions

R

rave about (v)
react to (v)
reaction to (n)
ready for (adj)
reason for (n)
reason with (v)
rebel against (v)
receive from (v)
(keep) a record of (n)
recover from (v)
reduction in (n)
refer to (v)
(in/with) reference to (n)
refrain from (v)
regard as (v)
regardless of (prep)
related to (adj)
relationship between (n) (but: a **relationship with** sb)
relevant to (adj)
rely on (v)
remind sb of/about (v)
remove from (v)
replace sth with sth else (v)
reply to (n/v)
report on (n/v)
reputation for/of (n)
research on/into (n)
respect for (n)
respected for (adj)
respond to (v)
responsibility for (n)
responsible for (adj)
result from (v) (= be the consequence of)
result in (v) (= cause)
result of (n)
resulting from (adj)
rhyme with (v)
rich in (adj)
(get) rid of (phr)
rise in (n)
(make) room for (n)
rude to (adj)

S

safe from (adj)
same as (adj)
satisfied with/by (adj)
save sb from (v)
save sth for sb (v)
scared of (adj)
scared to (v)
search for (v/n)
(be) in search of (n)
sensible of sth (adj) (= aware of sth)
sensitive to (adj)
sentence sb to (v)
separate from (v)
serious about (adj)
settle for/on (v)
share in/of sth (n)
shelter from (v)
shocked at/by (adj)
shoot at (v)
short of/on (adj)
shout at (v)
shy of (adj)
sick of (adj)
silly to do sth (adj) (but: it was silly of him)
similar to (adj)
skillful at (adj)
skilled at/in (adj)
slow in/about doing sth/to sth (adj)
smell of (n/v)
smile at (v)
solution to (n)
sorry about (adj) (= feel sorry for sb) (but: I'm **sorry for** doing sth)
speak to/with sb about (v)
specialise in (v)
specialist in (n)
spend money on sth (v)
spend time in/doing sth (v)
split into/in (v)
spy on (v)
stare at (v)
strain on (n)
study for (v)
subject to (adj/v)
submit to (v) (but: **submit sth for** publication)
subscribe to (v)
succeed in (v)
suffer from (v)
sufficient for sth/sb (adj)
suitable for (adj)
superior to (adj)
sure of/about (adj)
surprised at/by (adj)
surrender to (v)
surrounded by (adj)
suspect sb of (v)
suspicious of (adj)
sympathetic to/towards (adj)
sympathise with (v)

T

take sth to sb/sth (v)
talent for sth (n)
talk to sb about sth (v)
(have) taste in (n)
taste of (v)
terrible at (adj)
terrified of (adj)
thank sb for (v)
thankful for (adj)
think about/of (v)
threat to sb/sth/of sth (n)
threaten sb with sth (v)
throw at (v) (in order to hit)
throw to (v) (in order to catch)
tire of (v)
tired of (adj) (= fed up with)
translate from ... into (v)
tread on (v)
trip over (v)
trouble with (n)
typical of (adj)

U

unaware of (adj)
understanding of (n)
uneasy about (adj)
upset about/over sth (adj)
(make) use of (n)
used to (adj)
useful for/to (adj)

V

valid for (length of time) (adj)
valid in (places) (adj)
value sth at (v)
vote against/for (v)
vouch for (v)

W

wait for (v)
warn sb against/about/of (v)
waste (time/money) on (v)
weak in/at (adj)
wink at (v)
wonder about (v)
work as/in/at sth (v)
worry about (v)
worthy of (adj)
write about (v)
write to sb (v)
wrong about (adj)

Verbs/Adjectives/Nouns with Prepositions

In

in action
in addition to (+ -ing form)
in advance (of)
in agreement (with/on/about)
in aid of
in all (= all in all)
in an attempt
in answer to
in an armchair
in bed
in the beginning (= originally)
in blossom
in a book
in brief
in business
in any case
in cash
in the centre of
in charge (of)
in cities
in code
in colour
in comfort
in common
in comparison with
in conclusion (to)
in (good/bad) condition
in confidence
in control (of)
in the corner
in the country
in danger (of)
in the dark
in debt
in demand
in detail
(be) in difficulty
in the direction of
in doubt
in dollars
in a ... dress
in due course
in the end (= finally)
in exchange for
in existence
in fact
in fashion
in favour of
in flames
in the flesh
in focus
in one's free time
in full swing
in fun
in the future
in gear
in general
in good time
in half
in hand
in haste
in good/bad health
in hiding
in honour of
in hopes of
in the hospital
in a hotel
in a hurry
in ink/pencil/pen
in sb's interest
in length/width etc
in all sb's life
in the limelight
in a line
in the long run
in love (with)
in luxury
in the meantime
in a mess
in the middle of
in a mirror
in moderation
in a moment
in a good/bad mood
in the mood
in the morning
in mourning
in name only (= not in reality)
in need of
in the news
in a newspaper
in the name of (= on behalf of)
in the nick of time
in the north/south
in a nutshell
in the open
in one's opinion
in orbit
in order of/to
in other words
in pain
in pairs
in the park
in particular
in the past
in person
in pieces
in place of
in politics
in practice/theory
in principle
in prison
in private/public
in all probability
in progress
in question
in reality
in return
in the right/wrong
in a row/rows
in ruins
in safety
in season
in secret
in self-defense
in the shape of
in short
in sight (of)
in the sky
in silence
in some respects
in stock
in style
in the streets
in succession
in the suburbs
in the sun/shade
in good/bad taste
in tears
in a temper
in theory
in time
in no time
in touch
in town
in tune (with)
in turn
in two/half
in uniform
in use
in vain
in view of
in a loud/low voice
in a way (= in a manner)
in the way
in writing
in a word
in the world

Into

into pieces

Verbs/Adjectives/Nouns with Prepositions

On	on account of on a ... afternoon/evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on the bottom on business on call on a campsite (**at a campsite**) on the ceiling on the coast on condition on the contrary on credit	on a cruise/excursion/trip/tour on (a ...) day on demand on a diet on duty on earth on edge on an expedition on a farm (but: **in a field**) on fire on the (4th) floor (of) on the floor on foot on the ground on holiday on the one hand on the other hand on the weekend (American English) on vacation on horseback on impulse on the Internet	on an island (but: **in the mountains**) on a journey on one's knees on leave on the left on loan on the market (= available to the public) on one's mind on one's mobile on that morning on the move on New Year's Day on the news on this/that occasion on order on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle	on purpose on the radio/TV on the right on the Missouri River on sale (= sold at reduced price) (but: **for sale** = to be sold) on schedule on the screen on second thought(s) on the side on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole
Out of	out of breath out of character out of condition out of control out of danger out of date out of debt	out of difficulties out of fashion out of focus out of hand out of luck out of order out of the ordinary	out of place out of practice out of print out of the question out of reach out of season out of sight	out of step out of stock out of tune out of turn out of use out of work
Off	off the air off colour off duty	off limits off the map off the peg	off the point off the record off the road	off school/work
To	to one's astonishment	to one's surprise	to this day	to some extent
Under	under age under arrest under one's breath	under control under the control of under discussion	under the impression under orders under pressure	under repair under the weather
With	with regard to	with a view to (+ -ing form)		
Within	within minutes			
Without	without delay	without fail	without success	without warning

Verbs/Adjectives/Nouns with Prepositions

In	in action in addition to (+ -ing form) in advance (of) in agreement (with/on/about) in aid of in all (= all in all) in an attempt in answer to in an armchair in bed in the beginning (= originally) in blossom in a book in brief in business in any case in cash in the centre of in charge (of) in cities in code in colour in comfort in common in comparison with in conclusion (to) in (good/bad) condition in confidence in control (of) in the corner in the country in danger (of) in the dark in debt in demand in detail (be) in difficulty in the direction of in doubt in dollars in a .... dress in due course in the end (= finally) in exchange for in existence in fact in fashion in favour of in flames in the flesh in focus in one's free time in full swing in fun in the future in gear in general in good time in half in hand in haste in good/bad health in hiding in honour of in hopes of in the hospital in a hotel in a hurry in ink/pencil/pen in sb's interest in length/width etc in all sb's life in the limelight in a line in the long run in love (with) in luxury in the meantime in a mess in the middle of in a mirror in moderation in a moment in a good/bad mood in the mood in the morning in mourning in name only (= not in reality) in need of in the news in a newspaper in the name of (= on behalf of) in the nick of time in the north/south in a nutshell in the open in one's opinion in orbit in order of/to in other words in pain in pairs in the park in particular in the past in person in pieces in place of in politics in practice/theory in principle in prison in private/public in all probability in progress in question in reality in return in the right/wrong in a row/rows in ruins in safety in season in secret in self-defense in the shape of in short in sight (of) in the sky in silence in some respects in stock in style in the streets in succession in the suburbs in the sun/shade in good/bad taste in tears in a temper in theory in time in no time in touch in town in tune (with) in turn in two/half in uniform in use in vain in view of in a loud/low voice in a way (= in a manner) in the way in writing in a word in the world
Into	into pieces

Verbs/Adjectives/Nouns with Prepositions

1 Fill in: *about, of, for, at, with, to, in, on.*

1 According .... the latest broadcast, there was a massive earthquake in Peru.
2 He argued with his brother .... using his mobile phone to make calls.
3 When Phil arrived .... the station, he bought a one-way ticket to York.
4 My mother is awfully afraid .... spiders.
5 Tom said he was bored .... the same routine day in and day out.
6 I believe .... giving back to the community; that is why I volunteer.
7 The star football player in our team always boasts .... his amazing talent.
8 David accused Mark .... taking his leather jacket.
9 Their relationship is over. Pat will never beg .... a second chance.
10 They finally agreed .... a date for the wedding.
11 Guess who is applying to Oxford .... a Master's degree in Education?
12 I am really angry at Scott for putting all the blame .... Eric.

2 Choose the correct item.

1 After dessert Jenny complained **of/with/from** a stomachache.
2 The interviewer was curious **for/about/of** Kevin's volunteer experience.
3 I can't deal **with/on/about** this right now. I have too much on my mind.
4 Julie complained **at/to/with** the manager about the poor service at the restaurant.
5 After the World Cup game the streets of Brasilia were crowded **of/with/by** fans.
6 I've been dreaming **with/for/about** this moment all my life.
7 Many children in third world countries die **of/with/in** hunger.
8 The lorry lost control and crashed **with/into/at** a fire hydrant.
9 "Be careful **of/for/by** what you say," he warned.
10 You shouldn't care **of/for/about** what those girls think.
11 I wouldn't dream **about/of/for** asking him for a favour.

3 Fill in: *from, about, of, for, at, with, to, in, on.*

1 Rory is good .... every sport he tries.
2 It's not nice to joke .... his southern accent.
3 Don't worry, the staff is experienced .... patient care.
4 I am really fed up .... your rude comments!
5 I can't complain. They've been awfully good .... me.
6 We are excited .... our trip to Jamaica!
7 The frustrated man insisted .... speaking to the bank manager.
8 Don't be embarrassed. Lots of people are frightened .... the dark.
9 The police want to hear .... anyone who may know him.
10 Alexis is very interested .... ballet, jazz and hip-hop.
11 Did you hear .... the mayor's resignation?
12 My Art professor has a great knowledge .... Ancient Greek history.
13 We all laughed .... his joke.
14 I'm very sorry. I mistook you .... someone else.

4 Fill in: *about, between, of, for, in, with, to, from, on.*

1 We thanked the Millers .... letting us stay with them.
2 Mandy has such great taste .... clothes.
3 He reminds me .... a friend I once had.
4 The television series *Patito Feo* is popular .... young teens.
5 Psychologists are studying the relationship .... colour and emotion.
6 I prefer tea .... coffee.
7 Cathy has been searching .... her glasses all morning.
8 They took no notice .... the girl sitting in the corner of the room.
9 He has been quarrelling .... John about the matter for weeks now.
10 Don't panic. There is a solution .... every problem.
11 Steven often writes .... his pen-friend in Portugal.
12 Since the skiing accident Mark suffers .... lower back pain.
13 Don't waste any more of your time .... the broken door handle. I'll fix it later.
14 You can always talk to me .... it.

Verbs/Adjectives/Nouns with Prepositions

5 Choose the correct item.

1 We'll be home **in/at/by** the time you finish tidying up.
2 It was such a nice day that Alice went **on/for/by** a walk in the park.
3 **At/On/In** the moment, he is filling in university application forms.
4 Is somebody **on/in/at** the door?
5 We waited for Frank **to/at/on** the station for nearly an hour.
6 Susan, **at/for/by** once, please be quiet and let him speak.
7 I know the national anthem **by/at/on** heart.
8 Questions will be answered **at/for/in** the end of the presentation.
9 They live **on/at/in** 57 Addington Road.
10 **At/For/By** the time being, Dave is going to continue singing in the band.
11 I'm so sorry. I took your textbook **on/in/by** mistake.
12 How long were you waiting **for/in/at** the bus stop?
13 **By/At/In** the beginning of the play, Romeo is in love with Rosaline.

6 Choose the correct item.

1 There are countless stars **in/at/with** the night sky.
2 Please don't wear that. It's out **of/on/in** fashion.
3 Dad asked Mum if she was **of/in/on** the mood for dinner and dancing.
4 Sue and Dan went to the library **with/on/by** foot.
5 You shouldn't talk **to/on/with** the phone while you're driving.
6 I'd like to sit and chat, but I'm **on/in/at** a hurry right now!
7 What bad luck! The vending machine is **in/for/out** of order.
8 Their guide took them **on/at/by** a tour of the island.
9 "Is Jill still **by/on/at** bad terms with Mike?" "Yes, they hardly speak."
10 Don't expect to get a lot for the car. It's **of/at/in** bad condition.
11 **On/In/From** the one hand, gardening is a fun free-time activity. **On/In/From** the other hand, it can be hard work.
12 The Siberian tiger is **in/at/by** danger of extinction. Only 200 remain.
13 Mum said getting a puppy was out **of/in/on** the question and not to ask again.

7 Choose the correct item.

1 He called her Becky **on/by/for** mistake.
2 **On/For/In** the way to the gym Carl saw Zack.
3 Jerry lives **in/on/at** 89 Benworth St.
4 I often eat with friends **at/for/on** lunchtime.
5 Help! The building is **on/in/by** fire!
6 Look at that lovely handbag! It's **at/on/to** sale.
7 I'm so happy. Aunt Beth is coming **for/at/by** last!
8 **For/In/By** short, they left without saying a word.
9 The lorry driver hit the street sign **in/by/for** accident.
10 I'm glad you're **for/in/at** time for the meeting.
11 Sadly, the sailors were lost **in/on/at** sea.
12 Mr Smith will be away from the office **for/by/at** the rest of the day.
13 Right now, bell bottom jeans are out **of/by/for** fashion.
14 The electrician asked to be paid **by/in/for** cash.
15 Quiet! I'm listening to the game **in/on/by** the radio.
16 **In/At/By** the past, homes were heated with firewood.
17 "Not going to school today is **in/out of/for** the question," said Dad.
18 Scott went **on/for/in** a trip to Thailand.
19 Mike knows this poem **for/by/at** heart.
20 Jason says he's **at/in/for** love with a famous actress.
21 None for me, please. I'm **in/at/on** a diet.
22 **At/In/By** the end, they decided to stay in York.
23 I'm interested in buying a car. Is yours **for/on/in** sale?
24 The tourists travelled to the island **by/in/on** boat.
25 Max has such a good relationship **between/with/for** his sisters.
26 Will you ever forgive me **for/about/with** lying to you?
27 The man disposed **with/in/of** all the evidence before the police arrived.
28 Fiona blamed her younger brother **for/with/about** the mess she had made in the kitchen.
29 The Swiss are famous **with/for/of** their fine cheese and gourmet chocolate.
30 He took advantage **of/at/for** her kindness and generosity.
31 The key **in/to/of** success is hard work and determination.
32 Are researchers close to a cure **of/for/from** cancer?

Verbs/Adjectives/Nouns with Prepositions

8 Fill in: *about, in, for, at, off, from, to, of, with, on.*

1 According .... Mary, Will's rich.
2 Most fairy tales begin .... 'Once upon a time'.
3 This cheese tastes different .... the one we bought last week.
4 You shouldn't be jealous .... your friends.
5 Every teacher is responsible .... her students.
6 Let's invite the Browns .... dinner.
7 She dreams .... a world without crime or war.
8 I'm fed up .... all your lies.
9 Please don't shout .... me.
10 Do you often think .... the future?
11 "He's the picture .... good health," said the doctor.
12 It may sound silly, but I believe .... ghosts.
13 His boss is satisfied .... the work he has done.
14 It is rude to point .... people.
15 You must always listen .... your parents.
16 Tina begged me to forget .... what had happened.
17 I'm scared .... heights. Aren't you?
18 Dad was angry because I failed .... finish my chores.
19 Please speak to your children .... respecting their elders.
20 Teen girls are crazy .... the new rock band.
21 Should I wait .... you after school?
22 The guests thanked them .... their hospitality.
23 You have great taste .... music!
24 Lucy spends a lot of money .... clothes.
25 Meagan's parents are proud .... her and all her accomplishments.
26 "Not many people are qualified .... this position," said the manager.
27 "How do you account .... the mistake in my electricity bill?" she asked the clerk.
28 That man is staring .... us! Do you know him?
29 The factory workers were threatened .... losing their jobs.
30 Can you please deal .... the customer?
31 I'm .... a hurry right now. Can I speak to you later?
32 His family went to see him off .... the airport.
33 I've taken three days .... work.
34 Our office is .... the eleventh floor.

9 Choose the correct item.

1 I did not want to help my sister again because I felt that she was taking advantage **of/for/at** me.
2 Terry has a job and is capable **for/in/of** living on his own.
3 My teacher is depending **in/on/with** me to organise the fun run by Monday.
4 Leonardo Da Vinci is famous **for/of/about** painting the *Mona Lisa*.
5 I apologise **for/to/in** being rude to you earlier this morning.
6 People differ **with/about/from** one another in their culture and traditions.
7 I disagreed **with/on/for** Helen about how much money we should take on our excursion.
8 She's excellent **in/on/at** making things out of clay.
9 Garry insisted **on/to/in** cleaning my flat even though I had told him not to.
10 I wish I'd listened **for/to/at** my Mum's advice.
11 I asked Timothy if he was bored **with/of/about** his present job.
12 The audience at the theatre consisted **in/about/of** young adults.
13 The poor woman stood in the street begging **of/for/with** food.
14 Violence is characteristic **of/from/to** many television programmes these days.
15 The best way to deal **at/of/with** this problem is to ask your teacher for help.
16 This article makes a comparison **with/between/for** the two writers.
17 She was driving too fast and crashed **into/at/with** a lamp post.
18 The streets of the city centre were crowded **with/for/to** traffic.
19 I forgot all **for/of/about** my mum and dad's wedding anniversary.
20 My elder sister is a lot more experienced **on/about/in** computing than I am.
21 Unfortunately, I have no knowledge **to/of/for** the incident.
22 Jacob is excellent **in/with/at** Maths and Physics.
23 Once they arrived in New Orleans, they joined **with/in/on** the Mardi Gras festivities.
24 Have you heard **of/with/from** the Akamba tribe that lives in Kenya?
25 I've decided to invite the whole class **in/to/at** my 16th birthday party.

Verbs/Adjectives/Nouns with Prepositions

10 Fill in: *out of, on, of, for, by, in, at, under.*

1 Due to a flight delay, Rick had to wait .... the airport for several hours.
2 The two friends decided to get to the concert hall .... bus.
3 Since the start of the recession, many people have been .... work.
4 All students were .... favour of an extended lunch break.
5 I work the morning shift at the hospital so I'm .... duty until 2 pm.
6 Who wouldn't love to spend a beautiful day .... the seaside?
7 "Doing away with school uniforms is .... the question," cried the headmaster.
8 Evan decided to stop by Greg's flat .... a visit.
9 Surprisingly, Sue got up and left .... the middle of the lecture.
10 "I'm rather lonely. Please stay with me .... a while," pleaded the girl.
11 It is very important to be .... time for meetings.
12 You don't need to worry. Everything is .... control.
13 There were so many people waiting .... the platform for the 8 am train.
14 Kim isn't going out tonight. She wants to spend a quiet evening .... home.
15 There were reports of a massive earthquake .... the evening news.
16 The bank, public library and post office are all found .... the centre of town.
17 I needed some money, but the ATM was .... order.
18 "Sorry Mum, I broke the vase .... accident," said Lizzie.
19 Unfortunately, Luke lost his wallet .... the way to work.
20 Mike prefers to live in the city centre rather than .... the quiet suburbs.
21 Sean is away .... a business trip in New York.
22 You're capable .... anything if you put your mind to it.
23 Mr Taylor spoke to the class about the disadvantages .... online learning.
24 Sue is going .... a diet to lose weight.
25 The jury was convinced he was guilty .... the crime.

11 Choose the correct prepositions.

1 Joe works **in/on** a factory.
2 Hurry up! I've been waiting **by/for** ages.
3 He was very pleased **with/about** his effort.
4 Julie was waiting **at/by** the bus stop, so I gave her a lift.
5 There's no need **to/for** to shout, I can hear you!
6 The car went **out of/off** control on the icy road.
7 Malcolm insisted **on/in** paying for the taxi.
8 Have you dialled the wrong number **by/from** mistake?
9 I know **for/of** certain he was lying.
10 I'll be thinking **on/of** you when I'm in Paris.
11 I thought the meeting would have started **by/from** now.
12 I didn't realise I was this bad **in/at** maths.
13 Whether or not we should hire new staff is still **out of/under** discussion.
14 How could you be jealous **of/by** her? You're much more beautiful.
15 You need to take a look **in/at** the mirror, your hair is in a mess.
16 The team can't forget **about/from** yesterday's defeat.
17 Throw those cakes away, they're **out of/off** date.
18 There's no need to worry, the situation is **in/under** control.
19 Take care and keep **in/on** touch!
20 Who is Jack married **with/to**?
21 I don't think Sarah is **in/at** home at the moment.
22 I'm tired; I can't wait to go **on/for** holiday.
23 Did you get here **on/by** train?
24 The police placed him **out of/under** arrest.
25 That area is **under/off** limits to the public.
26 I was in China **on/in** business last year.
27 Congratulations **on/for** receiving such an important award.
28 The numbers were chosen completely **at/by** random.
29 **In/On** the border of the country they check your passport.
30 My car is **out of/off** the road at the moment; it's being repaired.

Skills Practice

Skills Practice

Reading

1 You are going to read four short texts (A-D) about students who compete in sports. For questions 1-5, choose from descriptions A-D. The description may be chosen more than once.

A Maryln (swimmer)

I've worked hard for years now training long hours and I've made many sacrifices. Fortunately, I've been lucky too and I've won quite a lot of races including high profile ones. Although I can't deny that I get a great sense of achievement from winning and my ultimate goal is to represent my country at the Olympic Games, I was never prepared for the media attention and I still feel that I don't know how to deal with it, especially when I still have to find time to study. I think it is the only drawback in what I do. I try to ignore it as best as I can and after a win I usually go away somewhere nice for a few days to wind down and couldn't be bothered reading any papers or watching TV.

B Brian (rugby player)

I am always relieved to hear my name being called out and knowing I have made it onto the team and I love the feeling I get when I run out of the dressing rooms onto the pitch and hear the crowd clapping and cheering me on. It's one of the best moments! Of course, getting on the team requires a lot of hard work and dedication and it sometimes demands sacrifices and I am frustrated at times when I can't spend time with my family or be there for important moments like their birthdays. On the other hand, the guys are like family to me and I really feel that I belong. I wouldn't give that up for anything in the world.

C Sonya (long distance runner)

My dad was a professional footballer and a bit of a fitness freak. From a very young age I often accompanied him and got an early taste for sport. I reckon I must have tried just about every sport you can imagine when I was kid, including running of course. When I was twelve I more or less chose my speciality when I joined the local athletic club. I won a lot of races and was eventually spotted by talent spotters, which led to getting sponsorships and this two-year sports scholarship in the USA. Here, you've got to be disciplined and spend a lot of time in training, which means I don't socialise much these days. I hope and believe that my efforts will pay off and it will all be worth it.

D Owen (sprinter)

I feel that I was a born sprinter, and unlike a lot of other people, who have succeeded in sport, I can't say that I have been good at other sports. In fact, I don't think I was particularly interested in sports as a kid and I didn't really like PE at school. On the other hand, I have always been fast on my legs. It was my PE teacher who encouraged me to train and finally guided me so that I got a scholarship in the US. I don't actually think that I have to spend long hours training but I must respect the programme we have here. Anyway, I'm glad that I am where I am and wouldn't want to change anything for the world.

Which person says they:

like a change of scenery after a victory? 0 *A*

feel they are part of something? 1 ......

took part in a variety of sports? 2 ......

enjoy getting attention? 3 ......

feel they have a natural talent? 4 ......

dislike being absent on special occasions? 5 ......

feel overwhelmed by attention? 6 ......

2 Read the text and complete the gaps with the words from the box. There are two words which you do not need to use.

• amateur	• material	• hurt	• complicated	• equipment	• advanced	• potential	• harm

Junk AMONG THE STARS

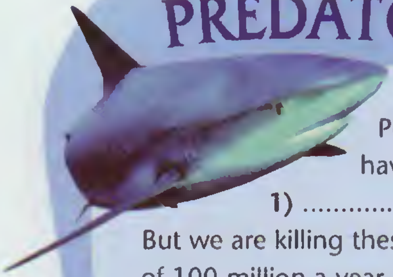
Drop a piece of **0)** equipment at work and you might feel some embarrassment, but it's rarely a major problem. If you work in space, things are more **1)** .... When a US astronaut lost control of a bag of tools while carrying out repairs on the International Space Station in 2008, US space agency NASA had more than the $100,000 cost of the tools to deal with. The backpack-sized bag was one of the largest objects ever to be lost by an astronaut and had the **2)** .... to do huge damage to the space station and satellites as it hurtled around the globe. Even much smaller objects can become major hazards when accidentally sent into orbit. In 1965, an astronaut's glove orbited Earth at 28,000km per hour for a whole month. The toolbag stayed in orbit for even longer. It was even filmed by an **3)** .... astronomer in Canada. The footage of the toolbag shooting across the night sky spectacularly fast can be seen online. So too can the moment it slipped away from spacewalker Heidemarie Stefanyshyn-Piper. After returning to Earth, she revealed that she had been tempted to try to retrieve the bag but didn't want to risk giving NASA the added problem of an out-of-control human body in space.

Fortunately, the toolbag did no **4)** .... to any communications or other technology in the eight months before it entered Earth's atmosphere and was burned up. In fact, it began moving out of the orbit of the space station and towards Earth immediately. Neither did the mishap cause any significant delay to the repair mission. Stefanyshyn-Piper completed her task of mending a solar panel on the space station by sharing a colleague's tools.

It's certainly not the first time that a rogue object in space has caused concerns. In fact at any one time, America's Space Surveillance Network is monitoring some 19,000 pieces of space debris of more than 10cm in diameter. Spacecraft and satellites can be moved out of the path of any object that poses a risk if commanders are given **5)** .... warning.

Skills Practice

3 Read the text and decide which answer, A, B, C or D best fits each gap.



PREDATOR WITH A DANGEROUS ENEMY

People fear sharks, but sharks have a **0)** *lot* more reason to fear humans than we have to fear them. Only a small number of the world's 390 species of shark ever **1)** .... people – and more people are killed by bee stings each year than by sharks. But we are killing these ancient creatures, which have been around since before the dinosaurs, at a rate of 100 million a year – that's more than one a second. If this continues, around 20 species of shark will become extinct **2)** .... years – which could have disastrous effects for marine ecosystems. Ironically, sharks are vulnerable because of their similarities **3)** .... the human race. Just like humans, they are the top predator in their environment, so they grow slowly, taking years to reach adulthood. Put simply, they are being killed faster than they can **4)** ....

You may be surprised to learn that sharks are in **5)** .... danger, since shark is not a common product in European supermarkets and restaurants. Worldwide, **6)** ...., demand for shark fins and meat is growing. On top of that, many sharks die as a result of the use of fishing techniques used to trap fish like tuna. Conserving sharks, then, will require not only bans on the intentional killing of sharks, but also on certain fishing equipment. There are **7)** .... international rules on shark conservation, but some countries have taken action. The Marshall Islands in the Pacific, for example, created a shark conservation area the size of Mexico in 2011. Inside this zone, shark fishing, shark trading and fishing techniques that harm sharks are banned, and any sharks that are accidentally caught **8)** .... be returned to the sea.

⓪ A much
B lots
C lot
D many

① A assault
B damage
C attack
D hit

② A before
B for
C until
D within

③ A in
B to
C of
D from

④ A reproduce
B repeat
C parent
D conceive

⑤ A a
B the
C such
D so

⑥ A however
B whatsoever
C whatever
D whenever

⑦ A any
B no
C none
D not

⑧ A may
B could
C should
D must

Listening

4 You will hear an announcement of social policies by a newly elected mayor. Mark statements 1-5 *T* (True) or *F* (False).

	True	False
1 The mayor promised to do more about health issues before he was elected.		
2 The city has a big problem with illegal substances.		
3 The mayor intends to send more police officers into poorer areas.		
4 The mayor is going to reward businesses that give young people job experience.		
5 The mayor is going to make it easier for people to own cars.		

5 You will hear five people talking about family conflicts and problems. Match the statements (A-F) to the speakers (1-5). There is one statement that does not match any speaker.

A I'd like to have some peace and quiet to be able to study.
B I wish he'd stop worrying about me.
C I just wish she didn't turn up with little warning.
D I just wish he'd picked up the phone more often.
E I wish she wouldn't interfere so much.
F I think we just all need to do our bit.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

6 You will hear an interview about new technology for generating electricity. For questions 1-5, choose the correct option A, B or C.

1 The presenter says gadgets are becoming too
A complicated.
B powerful.
C energy-intensive.

2 The reporter says it would be a good idea to derive electricity from
A your water supplies.
B physical activity.
C everyday appliances.

3 American scientists have developed generators for people who
A are prepared to carry something bulky.
B like going hiking.
C use their phones a lot.

4 People could soon have something to generate electricity in their
A knee joints.
B car boots.
C phones.

5 According to the reporter, nanotechnology could help ...
A monitor people's movements.
B develop more energy-efficient phones.
C people with hearing difficulties.

Skills Practice

Lexicogrammatical structures

7 Fill in each gap with the right form of the word in bold so as to create a logical and grammatically correct text.

Many of us see a cup of coffee as essential for
kick-starting our day – and now scientists have
shown that coffee can **0)** *literally* be used as fuel. **LITERAL**
In 2010, British scientists not only modified a
1988 Volkswagen Scirocco so that it could run
on used coffee grounds, they also drove it the
210 miles between London and Manchester – a
record distance for a car fuelled by a waste
1) .... The following year **PRODUCE**
another coffee-powered car, this time a 35-year-
old Rover renamed the Carpaccino, achieved
an **2)** .... speed of 66 mph **IMPRESS**
near York, England. However, it's
3) .... that coffee will **LIKE**
4) .... petrol. Only **PLACE**
older cars which have carburettors can
5) .... make the **SUCCESS**
6) .... from coffee grounds **CONVERT**
into fuel. New cars cannot. Moreover, coffee is
not a very efficient fuel; the drive from London
to Manchester consumed the equivalent of
10,000 espressos! There were more problems
the team found rather
7) .... – they had to stop **ANNOY**
every hour to clean the car's filters, and they
reported that the car produced a smell that
reminded them of a **8)** .... **BURN**
building!

8 Complete the sentences with gaps using the word in bold so that they have a similar meaning to the original sentences. Use two to five words in total.

1 I'm getting increasingly angry with her behaviour.
MORE Her behaviour is .... angry.

2 Both Mary and Joe can operate the machine.
AS Mary knows how to operate the machine, ...

3 I suggest you don't leave the footpath.
BETTER You .... leave the footpath.

4 Despite leaving an hour before my appointment, I was late.
EVEN I was late .... an hour before my appointment.

5 I recommend that you go to see the monkeys when you visit the zoo.
WORTH .... to see the monkeys when you visit the zoo.

Writing

9 Write a composition on one of the topics below. It should have 200-250 words.

a) Tell the story of a journey you made in which you had to overcome a problem or problems.
b) Write a review of a holiday destination or hotel from a teenage perspective.
c) Write an essay in which you present the advantages and disadvantages of cycling as a means of transport.

Skills Practice

Speaking Warm-up

Home

1 Do you live in a house or a flat?
2 What do you like best about your home?
3 Do you ever help to redecorate your home?
4 Is there much for young people to do in your area?
5 Is there anything you would like to change about the place where you live?

Entertainment

6 What kind of TV programmes do you enjoy?
7 How often do you go to the cinema?
8 Do you spend much time listening to music? What kind?
9 Do you prefer reading books or magazines?
10 What's your favourite form of entertainment?

Holidays

11 What was your last holiday like?
12 Do you prefer quiet holidays or action-packed ones?
13 Do you like to plan everything before you go on holiday?
14 What places would you like to visit?
15 Have you ever fallen ill while you were on holiday?

Speaking Dialogue

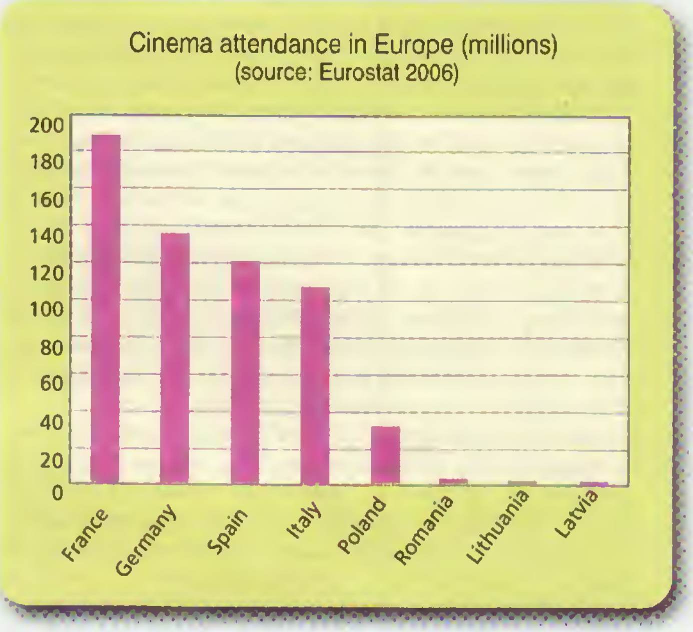
10 Read the rubric and do the task.

> You and your friend are starting your first year at university and are looking for student accommodation. You have different ideas about what would be the best for you; to get a student's room on campus, rent a small bedsit/flat in town, or to share a larger flat with other students. Discuss your ideas and reach a consensus.

- Give your ideas and arguments.
- Find out your partner's ideas and arguments.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Speaking Monologue

11 Look at the graph. Interpret the data and answer the questions.


Cinema attendance in Europe (millions)
(source: Eurostat 2006)

1 Approximately what percentage of Lithuanians go to the cinema? How does this compare to other European countries?
2 Why do you think cinema remains a popular form of entertainment despite the rise in Internet?
3 Do you prefer to go to the cinema, watch DVDs or watch films online? Why?

Tapescripts

MODULE 1

Exercise 10 (p. 7)

Psychologists study human behaviour in order to understand it. They then use this knowledge to help people overcome problems connected with their thinking and behaviour. Pet psychologists do exactly the same thing for animals. They will watch an animal over an extended period of time in order to identify its problem. Often, they may compare a pet with its wildlife counterpart – say, a house dog with a hunting dog in a pack. Then, armed with their observations, pet psychologists can begin to treat an animal's behaviour problem.

Successful treatment is a matter of successful training. In the past, training was based on discipline and breaking the animal's will. Today, experts know that hitting an animal will only make them fear you. Instead, pet psychologists prefer to give an obedient animal a small treat, like a bone or a biscuit. In the animal's brain, following a command is therefore always associated with something tasty!

In teaching obedience, it is also important for an animal to know who is boss. If a trainer is weak, nervous or insecure, the animal will sense this and won't respect them. In fact, dogs, who are pack animals, need to feel that the human is their pack leader in order to follow their commands.

A good pet psychologist is also aware that each animal personality is unique and this will affect his methods. Differences in animal character can be down to animal type – horses have a herd instinct, for instance, while cats are solitary and independent creatures. Or it can simply be variations within a type: one dog is quiet and shy and another is noisy and boisterous.

When is it advisable to call in a pet psychologist? Usually, when a pet displays aggressive or anti-social behaviour for no apparent reason. However, bad or troubled behaviour in animals is almost always the result of a traumatic experience in their past. The psychologist can often trace the trouble back to its roots, say, when a kitten is taken away from its mother too young and develops the habit of biting or scratching. Steps can then be taken to correct the problem.

Pet psychologists can make all the difference to an animal's sense of wellbeing. An animal that feels safe and secure is far more likely to have a successful relationship with its human owner.

Exercise 9 (p. 13)

1 *A:* What's wrong with you, Nancy?
B: Haven't you heard? The concert has been cancelled.
A: Really? Why is that?
B: Some of the parents were shocked when they heard that there would be heavy metal bands …
A: Are you serious?
B: Yeah. They are scared that it will be a bit too wild.
A: That's ridiculous!
B: I know. I am so disappointed I feel like crying. I was really looking forward to it.

2 *A:* Hi, Jane. You don't look like you're in a very good mood. What's up?
B: Oh, I'm a bit upset.
A: I can see that. What happened?
B: Oh, it's my sister, Nora. She drives me crazy sometimes. It's as if she can't do anything by herself and she relies on me for everything. I mean I promised her I'd help her do her make-up when I finished my homework but she just couldn't wait as usual and kept coming into my room asking me again and again until I just lost it and we had a big fight.
A: Oh, I see …

3 *A:* Have you decided what you would like?
B: I'm not sure. That one is way too tight around the waist and besides I don't really like the pattern; and this one is a bit too long. I like the colours and the pattern of this dress but that won't be much use to be me in the Maldives in the summer heat …
A: Oh but we have minis with exactly the same pattern … Here look!
B: Oh yes, I think I'd like something like that. Do you have my size?
A: Sure!
B: Great. I think I'll take it. Let me try it on …

4 *A:* Come on, Yoland. Surely you remember my friend Lindsay …
B: Well, you have a lot of friends Caroline and I just can't put a face to the name now. Is she the tall girl with the pale complexion and the red hair?
A: and rosy cheeks?
B: Yeah!
A: No, you're thinking of Fiona.
B: Yoland has beautifully eyes, freckles on her face and long dark hair. She is very pretty. I think you met her at Rose's party last year.
A: Oh, yes I remember now.

Exercise 10b (p. 13)

A: So which person in the music world do you most admire?
B: I think I'd have to say Gale Cherry. She's so talented. She's not only a great singer – she's a very good song writer too. I think her lyrics are really clever. As for her dancing, I can't take my eyes off her.
A: You can't be serious! I think her singing is really awful and she's nothing special as a dancer, either.
B: Well, she's won loads of awards, including five Grammy Awards. Two of those were for best female vocals and best music video. But it's not just her music skills. It's her appearance. Gale Cherry is actually very short and her hair is naturally brown. But she works on herself to create a special look and I think it gives her real stage presence.
A: To me she just looks quite weird!
B: That's because you don't understand what she's trying to say! Yes, she does weird things to her hair and wears weird make-up and clothes. That's to encourage people to be who they are and not be afraid to express themselves, whatever the others think. It's about originality.
A: Hmm … you mean like a kind of role model?
B: Exactly! And she's extremely energetic and enthusiastic about what she does and has tremendous self-confidence, just what any teenager would admire.
A: But don't some people say that Gale Cherry is only interested in making business deals and getting rich?
B: Yes, and they say a lot of other things about her, too. They call her an arrogant show-off. Or they say she's just a publicity seeker. I'm afraid I don't believe any of it.
A: Oh. Why not?
B: Well, for one thing, Gale Cherry is a kind, sensitive person who's committed to helping a number of charities. If she was purely interested in making money, she wouldn't be doing that. She actively supports the fight against AIDS and she's also raised money for the recent earthquake victims in Japan by organising a charity run. Did you know that?
A: No, I didn't.

MODULE 2

Exercise 9 (p. 17)

Interviewer: … good morning again and welcome to *Decor & Home*, our programme for interior design fans. This morning I am going to be talking to Lisa Rose about decorating your home Zen style. Welcome Lisa.

Lisa: I'm glad to be here, John, to talk about what is a very interesting trend in interior design, the Zen style of decoration. And although I'm not exactly a decorating guru, I can tell you a few things about this.

Interviewer: Most of us think of the Buddhist religion and philosophy when we hear the word Zen, but surely this can't be an interior design style. Could you perhaps explain what you mean by the word Zen, Lisa?

Lisa: Well, Zen means 'meditation' in Japanese, but it is much more than a word of course. It is not really a decorating style either even though we say 'Zen style', so there are no such things as Zen sofas or Zen armchairs. It is more a way of arranging your home in order to create a peaceful atmosphere in which you feel calm. In fact, it reflects a range of notions such as balance, harmony and relaxation. It has been practised in Japan for centuries, but has only been gaining in popularity in the West recently.

Interviewer: I see. So how do you go about arranging your home in a Zen manner?

Lisa: The golden rule of decorating Zen-style is 'less is more' which means that anything you don't need is in the way. You see, people are used to keeping things and they don't realise that instead of adding to our lives and fulfilling us, this 'stuff' just adds to the stress of everyday life. So, keep your decor simple and functional and avoid clutter at all costs.

Interviewer: Is that it then?

Lisa: No, of course not. Zen promotes the use of the five elements, water, earth, fire, metal and wood, in home decoration. You can do this by decorating with bamboo, which is very trendy but cheap at the moment, placing pot plants around the house, or having a metal lamp, and so on. But whatever you do, avoid using plastic.

Interviewer: All right! How about colours, Lisa? Are there any particular colours that are used in Zen style?

Lisa: Good question. As you know, colours can affect mood so you need to be very careful when choosing them. Rather than trying to cheer yourself up with bright flashy colours, be simple. Natural and earthy colours are vital. Sky blue and muted browns and greens tend to be good choices.

Interviewer: OK. Interesting stuff. Thanks Lisa.

Exercise 10b (p. 17)

The picture shows a man and a woman either packing or unpacking a cardboard box. It looks like they're moving home. The box is open on the floor between them. The man is crouching over it holding a photo frame and some newspaper. The woman is kneeling on the floor and is also holding some newspaper. The newspaper is for wrapping their possessions in. There's an open box on the bottom-right of the picture that contains plates wrapped in newspaper. Behind the couple you can see a grey sofa with a blue blanket draped over it. The couple are both quite casually dressed. He's wearing jeans and a T-shirt and she's wearing a plain white top. It looks like quite a modern home. It has synthetic wood flooring. Maybe it's the living room.

Exercise 3 (p. 23)

A: Hello!

B: Hello. Can I speak to Mr Newton, please?

A: Yes, speaking.

B: Hello. I'm calling about the flat for rent. I saw the ad in the Gazette. Is it still vacant?

A: Yes, it is. Would you like to see it?

B: Well, could I have some more information about it first?

A: Sure. It's a modern two-bedroom flat in a recently built building. It's 65 m^2; it's got a large living room and modern kitchen … It's on Raglan Road, not far from Phoenix Park; it's a lovely area.

B: Yes, I like the area. That's why I am interested.

A: Yes, it's quite and you have everything you need nearby.

B: Yes. Could you tell me what floor it is on?

A: It is on the fourth floor, which means you have a view of the park.

B: Oh great! And how much rent are you asking?

A: It's £800 a month but we can talk about that if you decide to see it.

B: Actually, I think I would like to see as soon as possible but there's one more thing first. Are dogs allowed in the building?

A: Of course! There are already a couple there …

B: Oh perfect. So when can I have a look at it?

A: I think we can arrange something very soon. Would you like to give me your name and number and I will call back later today and arrange something?

B: Sure. My name is Jill Henson – that's H-E-N-S-O-N.

A: OK, and your number?

B: 8745334578.

A: All right. I'll get back to later.

B: OK, thanks. Bye!

MODULE 3

Exercise 9b (p. 29)

Host: Are you one of the thousands of students who opted to go abroad to study last year? Did you enjoy it? Did you find it a fulfilling and constructive experience? Let's hear what some previous students think.

Speaker 1: I had no intention of studying abroad, but one evening I got chatting to some former Erasmus students. They were so enthusiastic about the experience that they made me feel I was missing out. So, when my lecturers suggested I participate, I went for it. In fact, it was just as amazing as everyone had said. I had such a great time in Barcelona I'm going back there next year when I finish my degree!

Speaker 2: Working in a foreign country is certainly not easy when you are a twenty-year-old trainee. When I first arrived, I felt completely alone and lost and wondered how I could possibly stick it out. At the end of my second day, I actually started packing my suitcase! I'm glad I saw it through, though. I ended up making loads of friends and my English is nearly perfect now.

Speaker 3: I'd been longing to go abroad ever since I was 15, so when I finally set off on my Erasmus adventure, I was sure I was going to love it. But I soon realised that it wasn't the experience I had been looking for at all. I was so disappointed. Unfortunately, my university wasn't any help. I really think universities need to create a much better support structure for Erasmus students.

Speaker 4 : When I look back on my days in Paris, I know they were the happiest days of my life. I met so many fantastic people on the Erasmus programme, immersed myself in the fascinating French culture, and saw a lot of the country. But I must admit my studies suffered. I was so busy having a good time that I got rather distracted and didn't really bother doing much work.

Speaker 5: If I hadn't gone on an Erasmus exchange to Rome, I would have a completely different life now. I would have finished my Master's degree and be working as a chemist. But I have absolutely no regrets about abandoning my degree and staying on in Italy because there I met the person that changed my life: my wife. Now we've got two adorable kids and run our own restaurant.

Exercise 9 (p. 33)

Damian: Hi Wendy! I haven't seen you for some time. How's your online accountancy course going?

Wendy: Oh hello, Damian. Nice to see you. The course is going fine, thanks.

Damian: When do you finally qualify?

Wendy: In six months' time, I hope. We do have certain deadlines to meet for our assignments. The good thing about the course, though, is the flexibility. I mean, you're not tied to a class timetable. You can sit up at night as late as you want and do stuff. I do my best thinking then.

Damian: Yes, I know you're a bit of a night owl! I imagine it must suit you not to have to travel into college every day, as well, since you live such a long way out of town.

Wendy: You're right there. Living on a remote farm in the middle of nowhere, like I do, is a big headache when you have to commute. Being able to do the course online and not have to worry about that sort of thing is a big plus. What's more, I'm amazed at how techno- savvy I've become.

Damian: How do you mean?

Wendy: Well, it's given me the advantage of improving my computer skills. I'm now familiar with a lot more programs and I've learned to be more efficient in the way I do research online.

Damian: But don't you find with distance learning that you miss having direct verbal contact with a tutor? I mean, sometimes you may have a question that can't be easily answered in an email. Surely, when you need a detailed explanation, it's better if you can speak to the teacher directly.

Wendy: Occasionally, yes. In fact, once I resorted to phoning my tutor, when I really couldn't understand something.

Damian: Another problem with distance learning is that you can't get the practical hands-on experience you need. I was thinking of registering for an online carpentry course, for example, but it was too theoretical. I wanted to get more involved in physically making things.

Wendy: Yes, I know what you mean. Some subjects are more suited to e-learning than others.

Damian: Anyway, Wendy, I have to dash. Good luck with the rest of the accountancy course. Let me know when you finish.

Wendy: Thanks, Damian, I will. Bye for now!

Exercise 7 (p. 35)

Host: ... and today's guest is well-known psychologist and author, Martha Brooke, who is here to tell us about the problem of school phobia. Martha, is it really possible to have a phobia of school?

Martha: First, let me start by saying that psychologists today generally prefer the term 'school refusal' to 'school phobia'. But whatever term one wishes to use, it is correct to say that a phobia of school does indeed exist. Some children really do experience extreme emotional distress and anxiety when it comes to going to school.

Host: Is this a recent phenomenon? I mean, I don't remember children feeling anxiety about school when I was a child.

Martha: No, not at all. School refusal has been recognised since the early 1940s. The problem is just that children are often misdiagnosed. For example, parents may believe their child is just playing up or just wants some time off school, when really they have a genuine phobia.

Host: What do children with school refusal do to avoid school?

Martha: Well, most children who suffer from school refusal try to win their parents' permission to stay home. So they say they have a stomach ache or a headache for example. However, some children simply state they are not leaving the house. And they throw a temper tantrum or get angry if their parents say they have to.

Host: So when the child says he has a headache or feels sick, he doesn't really ... it's just to get out of school?

Martha: Not always. Genuine physical symptoms are quite common. The child may truly have a headache, feel nauseous, have a fast heart rate, have chest pains and so on. However, these symptoms usually improve the moment the child is told he is allowed to stay home.

Host: I see. And what is known about the causes?

Martha: School refusal can develop after a stressful family event, such as divorce or a move to a new school. In older children, it can also be related to avoiding a distressing situation at school, such as bullying. In young children, the motivating factor is normally quite different. It's not because the child wants to avoid an unpleasant situation at school. It's because the young child wants to stay with the parent because they fear something catastrophic will happen to the adult while they are at school.

Host: Is school refusal easy to overcome?

Martha: With the right treatment, yes. Usually refusal to attend school develops gradually, with children putting up increasingly intense resistance as time passes. So the sooner parents pick up on it, the better. The longer a child stays out of school, the more difficult it is for them to return.

Exercise 8b (p. 35)

A: Hello. I'm glad you came to see me. I hope I can be of some help. Let's start by talking about school subjects. Which do you think are your best ones?

B: Well, I've been doing really well in Maths and English. And I've been encouraged to go on to sixth form college next year and take some A levels.

A: I see. And do you have any idea what sort of job you might like to do eventually? That will affect your choice of A level subjects, you know.

B: I was hoping you could give me some suggestions. Basically, I see myself in some sort of care role. I'm a very caring, sympathetic personality. I really like people and would like some kind of job that would help make a difference to people in need.

A: In that case, nursing could be a good choice for you.

B: Hmm ... and what qualifications would I need? I'd have to do a university course, right?

A: Not necessarily. There are diplomas you can take before degree level. But you would definitely need a first class A level in Biology.

B: To tell you the truth, I don't think nursing's for me. I can't stand the sight of blood, you see. And Biology is definitely not my best subject. I'm more into things like psychology.

A: Then what about training to be a social worker? You'd definitely be studying Psychology for that and it's a very caring sort of job.

B: How long are the university courses and what are the entry requirements?

A: Most degrees last for 3 years and it's a good idea to have at least 2 A levels. You say you're good at Maths and English. Why don't you also take an A level in Psychology?

B: Yes, I could do that. How much of the degree is theory? I'm the sort of person that likes getting involved in the practical side of things, so that's an important question for me.

A: Yes, and a good one. You would spend at least 200 days in practical placements, watching an experienced social worker deal with cases, before you are given a chance to do so.

B: That sounds quite interesting. Can you give me a list of universities that offer degrees in social work?

MODULE 4

Exercise 9 (p. 39)

Host: Today's guest is Emma Bussell, principal ballerina with London's Royal Ballet. Welcome to the show, Emma.

Emma: Thank you.

Host: Emma, how did you become a ballerina?

Emma: Well, my mother was a dancer and a teacher. First she put my sister in ballet, but my sister was headstrong and rebellious. So then she tried me, and I took to it straightaway. I guess I'm quieter and more willing to take direction.

Host: How difficult is it to get into ballet?

Emma: When you're young it's easy, because they're just looking for the right type of body shape. A small head, long neck, and long legs are considered preferable. I had the right proportions.

Host: How old were you when your turned professional?

Emma: Dancers are normally around the age of 18 or 19 when they venture out to find a job in a company in the professional world, but I was just a few months short of my 17th birthday. Looking back, maybe I should have waited for another year or so.

Host: Did you find your first year as a professional dancer difficult?

Emma: Yes, very. The first year is tough because you get paid by the hour, and your company can fire you easily. Also, you only perform in the least desirable roles, and your company studies your attitude very closely to see if you're lazy...

Host: Tell me about your daily schedule.

Emma: Well, on average I do 4 performances a week – 3 during the week and one at the weekend. On the days when I'm performing, I have a ballet class in the morning, then I spend the afternoon in rehearsal. I could have 5 hours of rehearsal, 2 hours or only half an hour – it just depends. On the days when I'm not performing, I have 4 hours of ballet class in the mornings and that's it – my afternoons are free!

Host: Have you ever injured yourself in the course of your career?

Emma: Oh, many times! Ballet dancing may look gentle, but in terms of injuries, it's more dangerous than sports like football or rugby.

Host: Do you have plans for when you retire?

Emma: I think I'd like to do something involved with publicising ballet. The audience for ballet is disappearing, which is a shame. I'd like to do something to bring back our audience. We need to get more young people interested in the ballet, as well as different types of men and women.

Exercise 7 (p. 43)

A: I think good time management is the key to combining work and studying.

B: I agree. So what advice would you give someone on managing their time effectively?

A: First of all, I'd advise a student to look for work in the area where they live. If you take a job near home, you won't spend hours travelling to and from work.

B: Yes, I see what you mean. If you work close to home, you avoid wasting hours on public transport – time you could spend studying.

A: I think it's also sensible to draw up a study timetable. If you work the same hours every week, you need only do it once. If you work varying shifts, you'll need to plan out your study time every week. But the most important thing is to stick to your timetable. That way you won't fall behind with your studies.

B: That's a good idea. But I definitely think you should put some rest time on your timetable! Working and studying are both tiring, and I think you should give yourself one day off from each of them each week. That way you won't overwork yourself and get stressed and you'll be able to perform at your best both in your job and at university.

Exercise 8 (p. 45)

A: Mathew, you've been a dolphin trainer for a number of years now. How does someone become a dolphin trainer and what makes a good trainer?

B: Well, first and foremost you need to love dolphins and have an outgoing personality. Of course, you also need to be a very good swimmer and be very comfortable in the water. Then, it helps to have studied marine biology or veterinary science, although you don't actually have to have a degree. I think more than anything you need to be dedicated to the job and understand that it isn't just a job, but a passion.

A: All right! But what kind of training do you have to do?

B: We go through three years of in-the-field training before becoming a trainer; one year as an apprentice and two years as an assistant trainer, which includes a variety of educational courses. It can be hard at times as you have to work long hours in the sun and rain but it is worth it.

A: Yes, I imagine it is. So what do you enjoy about your work?

B: I think dolphins are amazing creatures and I simply love being with them. I cannot describe what it feels like to swim and to interact with them. They always seem to be in a good mood and the younger ones are always playful.

A: How do you actually communicate with them?

B: Well, as we haven't yet been able to translate their language so we can't communicate with them with any real accuracy. Instead, we have to use body language and whistles to communicate with them. Dolphins use their body and vocalisations to express their feelings and a trainer gets to know how a particular dolphin feels by interpreting these signals. We can use hand gestures to speak to dolphins and our whistles are perceived as rewards for the dolphins so they like to hear us whistle.

A: Really!

B: Yeah! I think it means 'Good job!" for them. Of course we also often give them fish when they've perform a task but they like our whistles just as much.

A: OK, I see. It sounds like a lot of fun. Do you dislike anything about your job?

B: Not really but what I find difficult sometimes is that I often worry about the dolphins' happiness and I can get quite anxious about it at times. I often ask myself how they feel and if they are happy to be where they are. To be honest, I am not 100% sure they should be in an aquarium but I do my best to give them a good life.

A: I see. So what do you do to relax when you are not taking care of the dolphins?

B: I like to walk my dog on the beach and whenever I have the time I go diving. Believe it or not, I like to swim with wild dolphins in my free time ...

MODULE 5

Exercise 7 (p. 49)

My best party ever was my 21st. I invited well over 100 people and practically everyone turned up. I'd had my doubts beforehand about whether they would all come, as my birthday falls over the Christmas period – the exact time of the year when most people are either away on holiday or at home with their families – so I was thrilled most people managed to make it. I had told my closest friends that they were welcome to bring along a guest if they wanted to, so there ended up being about 20 people I had never actually met at my party. I hadn't expected there to be quite that many, but I'm the sort of person who thinks 'the more the merrier', so I didn't mind at all. The music at my party was brilliant, even if I do say so myself! I'd spent hours putting together a list of songs that I knew everyone would enjoy. I know I did a good job because people kept on coming up to me afterwards telling me how much they had loved the music. I hired a DJ to play the music and he was really great. I'd definitely hire the guy again if I ever throw another party. He played the songs at just the right volume – low enough so people could talk, but loud enough for people to dance to. He was nice and chatty too. The only thing that could have been better was people could have mingled a bit more. But I knew that wouldn't be the case. I always find it funny how people say parties are great for meeting new people when, in actual fact, everyone usually just stays talking to people they already know! But despite people sticking to their own social circles, I know everyone had a brilliant time. Oh, I haven't mentioned the best thing about the whole evening! As a surprise, my parents flew my cousins from Australia over. I hadn't seen them since I was seven! When they walked in, it took me about a minute to understand that it was really them. I can honestly say that was my best birthday present ever.

Exercise 8 (p. 55)

1 Hi, this is Sandra. I'm still at work and I don't think I will be able to get away for another couple of hours and I have to go and see my friend Julie in the hospital afterwards so I was wondering if you wouldn't mind popping round and letting the dog out in the garden so it doesn't mess up the house. The poor thing is already upset with my mum being away on holidays and all. The keys are in the usually place and I'll be home around 10 pm. I'll drop round to see you. Thanks a lot.

2 *A:* Have you heard the news?
B: What's that?
A: Angela was taken to hospital this morning?
B: Oh gosh! What's up with her? Is she all right?
A: I'm not sure. It seems she came down with a terrible fever after getting back from holidays?
B: Oh, dear me! And how about the baby?
A: Oh, my mum is looking after the baby now. I'm off to the hospital now if you want to come along?
B: all right. Just give me a second.

3 *A:* I think she needs a new wristwatch. The one she has is so old and it keeps stopping and when she's out she has to look for a clock to know the time.
B: Yes, but you know how attached she is to it. She got it from our grandfather and I don't think she wants to replace it. I think it might be a better idea to get her a nice necklace or something like that.
A: I was think about that too but now when I think of it we bought her one last year and she never wears it.
B: Oh, that's true. All right then! How about getting tickets for her and dad to go to the theatre? They don't go out much anymore.
A: That's not a bad idea. Maybe she'll wear that lovely necklace we bought for her last year …
B: Not sure about that but she'll certainly be wearing that old watch of hers …
A: LOL

4 *A:* Shall we go somewhere different for a change? I'm a bit bored of going to the park all the time.
B: Sure! Why not? But at the same time he likes the park. He meets other kids he can play with.
A: I know but it would do any harm to go somewhere else, will it?
B: Of course not. How about going to the beach. It might be nice to go for a walk along the beach today.
A: No, I don't think so, Harry. They're having surfing competitions this weekend it is going to be crowded.
B: Oh yeah. I forgot about that. All right then … how about going to the zoo … it's not far from the park and if he isn't too tired we can stop n the way back and play ball with the other kids …
A: OK great … but forget the last part. I think we'll be tired.

MODULE 6

Exercise 7 (p. 61)

Host: Welcome back listeners. Today, we're talking to Jamie Cole. Jamie was a recent contestant on the TV game show *Masterchef*. *Masterchef*, as most of you know, is a cooking competition where amateur cooks compete to win a large cash prize and be awarded the title 'Britain's Best Amateur Chef'. It airs on channel 5 every Friday at 7 pm. Thanks for coming on the show, Jamie.
Jamie: It's a pleasure to be here.
Host: Jamie, you didn't win the show, but did you have fun taking part?
Jamie: I had an amazing time. I met some really wonderful people and learnt a lot.
Host: Did you expect the competition to be so tough?
Jamie: Well, I didn't think it would be a piece of cake, but I was definitely confident that I would do really well. Cooking is my passion and people tell me I'm really good at it. However, I underestimated the talent of my competition. They were, quite simply, a lot more gifted in the kitchen than me. So I think I got as far in the competition as I deserved.
Host: What was the hardest part of the competition for you?
Jamie: Well, there's a round where you are given a bag filled with 10 unusual food products. You then have 30 minutes to prepare a tasty dish using these products. There were four foods in my bag that I just didn't have a clue about. I had never come across them before in my life. So I just ignored them … put them to the side and used the others. That was a mistake.
Host: In the round of the competition where you had to cook a 3-course meal, the judges said your main course let you down. What went wrong with it?
Jamie: Well, I was serving boiled beef and carrots, an old English favourite, with a twist. The balance between the salty and sweet flavours in my sauce was good but I should have put a lot more meat on the plate. I did a good job visually – the food looked colourful and appealing – but obviously that is not enough.

Host: Jamie, how does British cooking compare to foreign cooking in your opinion?

Jamie: Well, British cooking has improved a lot in recent years. I think British chefs now rival the best chefs anywhere in the world. Many people say the French are the world's best chefs, but personally I think Chinese chefs beat them to this title, narrowly followed by chefs in Thailand.

Host: Ok, it's time for another quick break. We'll be back in two minutes, when Jamie will answer listeners' questions ...

Exercise 10 (p. 67)

... I'm sure you've all heard the expression 'you are what you eat - so eat well'. But in our fast-paced society that's easier said than done. It's not always possible to find the energy or time to prepare a healthy, nutritious meal when you come home from work. That's why it's understandable so many people grab ready-made meals from the supermarket that they can stick in a microwave for five minutes. But ready-made meals should only be eaten occasionally. They're not meant to be eaten every day because they're full of preservatives and typically high in fat and salt. Nutritious food means freshly prepared food, not processed food. Processing foods removes the vitamins from them. That's why manufacturers add vitamins to their products. But, interestingly, the body cannot absorb these added vitamins as well as they can absorb the vitamins found in natural, unprocessed foods. I always tell people they should eat lots of fresh fruit, plenty of salads, and lots of complex carbohydrates. Complex carbohydrates means things like brown rice, muesli, and rye bread. Avoid white rice, white bread and white sugar at all costs because they cause obesity, diabetes and other serious diseases. Also, be careful about your meat consumption. People these days eat far too much meat. Meat should be eaten two or three times a week, not two or three times a day. So many people will eat bacon for breakfast then have a chicken sandwich for lunch, then a piece of streak for dinner. This is far too much. The recommended daily maximum for meat consumption is 100 grams. Some experts think even this is too much – they say we shouldn't eat more than 80 grams of red meat a day. An 80-gram piece of meat is about the size of a deck of playing cards. So it's a very small piece of meat. Also, what many people don't know is that eggs, fish and beans belong to the 'meat' category. Now, that may sound funny, but it's true. So if you eat eggs and beans during the day, you are getting all the protein you need and you don't need to eat any meat. When it comes to fruit and vegetables, remember that the deeper and more vibrant the colour, the more nutrients they contain. So, choose dark green spinach over pale green spinach; deep orange pumpkin over light yellow pumpkin; rich red watermelon over light-pink watermelon. Next, let me talk about ... .

Exercise 11c (p. 67)

A: I'm really excited about coming to stay with you for two weeks and it's really kind of you to plan a party for me. I can't wait!

B: It's going to be great fun! I was just wondering which venue you might prefer: we could have the party at my house in the garden or we could book a restaurant.

A: Well, if it's not too much trouble, why don't we hold it at your house? I don't want you to go to extra expense.

B: Yes, that's fine. I was going to suggest a beach party but the weather might not be good. If it rains when we're in the garden, we can just move inside the house. There's room for everyone – I've invited 20 people, including lots of people from my class. You'll be able to meet them before your lessons start.

A: Cool. Will any of your family be there?

B: Yes, my brother Pawel is going to be DJ and take care of the music.

A: Great! What sort of music is he going to play?

B: Well, he mostly likes international rock, but he's got quite a few Polish bands in his collection, too. We can also organise a dance competition, if you like.

A: Sounds good to me. Do you play party games in Poland?

B: What, you mean like charades where you have to act out titles of books and films? Yeah, we do. We can include that as well.

A: Can I help in any way with the food and drink?

B: My mum's going to make a big pot of pasta with meat sauce. I think we could also have pizza for people who prefer it – and a huge green salad, of course! As for the drinks ...

A: Let me help out there, at least!

B: OK, we can buy some soft drinks and fruit juices from the local supermarket and you can help me carry them!

A: And you must let me pay for them, too. I won't take no for an answer!

B: All right, if you insist!

MODULE 7

Exercise 9 (p. 71)

Presenter: Our next guest on *Britain Today* is Ernie Stewart, who is campaigning to save the UK's town centre shopping areas. Ernie, what exactly is the problem?

Ernie: Shops are closing in Britain's high streets at an alarming rate. American-style out-of-town shopping malls are becoming so popular that smaller traders can't survive. Even the big-name retailers are disappearing from town centres through lack of custom.

Presenter: So why are the out-of-town shopping centres so successful?

Ernie: Well for one thing, they tend to stay open later than traditional shops, so they're convenient for people with jobs. Motorists are attracted to them because they don't have to pay to park at them. And of course once you're there you can find some real bargains because they're full of huge, established retailers who can afford to sell their goods very cheaply in comparison with smaller businesses. I think that's their chief advantage.

Presenter: If it's the case that out-of-town shopping offers more convenience and better value for money, is it such a bad thing for our town centres to change?

Ernie: No one who's seen town centres like Holyhead, where around 40% of the shops have closed down, could tell me this is a good thing. Britain's traditional shopping areas are becoming street after street of empty units with the shutters down. It's such a sad sight to me, and must create a terrible impression on visitors. More importantly, not everyone can get to the out-of-town centres, don't forget. The decline of town centre shopping is a huge problem for elderly people who aren't very mobile, for example.

Presenter: I'm lucky, I do have a car, but I still use my local shops quite a lot, especially for fruit and veg, because theirs is much fresher than what you get in the supermarkets you find in the retail parks. I also appreciate the friendly service, I must say.

Ernie: Yes, good customer service is another reason why I want shops in the high street to survive. Small traders really get to know their customers and can be much more helpful than the staff at the out-of-town shopping complexes.

Presenter: So what can we do to revive town-centre shopping?

Ernie: I'd like to see much better parking facilities for town centre shoppers to attract drivers back. Businesses could even run a free door-to-door taxi service to assist pensioners with their shopping. And I definitely think retail premises' rents should be lower in town centres.

Exercise 5a (p. 75)

Student A: I think the most important thing to do when shopping online is to make sure nobody can access your details – I mean your logins, passwords, bank details and bank card numbers.

Student B: Yes. You definitely shouldn't write those things down anywhere, or even store them on your computer, especially if it's a laptop, which could be stolen quite easily.

Student A: You're right. If you keep your financial details secure, nobody can steal them and commit identity fraud against you. Wouldn't it be awful if someone used your bank card to go on a huge spending spree online?

Student B: Yes, but I do know a way to prevent that happening if your bank card is stolen. A lot of banks now have card protection schemes for online shoppers. If you buy a lot of things on the Internet, it's a good idea to join a scheme like that. It means you have to provide a special password every time you use your card to buy something online. So the card will be useless to the thief – only you know the password!

Student A: That is a good idea. It would give you some peace of mind if you lost your card or someone stole it.

Student B: Another tip is to use a credit card rather than a debit card where possible.

Student A: Why? I don't want to get a credit card. I'd be scared of getting into debt.

Student B: Well the big advantage of using a credit card online is that your money is better protected that way. For example, if you order something online from a company which then goes out of business, you're much more likely to get your money back if you use a credit card. Credit card transactions usually have some kind of insurance cover, but not debit card transactions.

Student A: I see. I didn't know that. I don't do much shopping online, and when I do I only use the websites of shops that I know.

Student B: Well that's a good suggestion for people who are new to online shopping – only use established retailers that you trust. You could ask your friends to recommend to you sites that they've used. That way, you won't risk falling victim to some kind of fraudulent site.

Exercise 7 (p. 77)

A: Online sales. Good morning!

B: Good morning. I'd like to make a purchase please.

A: OK, Madam. Is this your first purchase or are you a returning customer?

B: I've bought several times from you.

A: All right! Could I have your name and customer number, please?

B: Yes, my name is Ruth Lynch and … just a second and I'll get my number … it's 972754.

A: 972754, right. What item are you interested in purchasing, Madam?

B: I'd like the V-cross over tailored dress. It's number A100732 in the catalogue.

A: OK … And what size and colour would you like?

B: That's size 8 and my colour preference is blue.

A: OK.. that's size 8 in blue. That will be £46.99. Will you be paying now or later?

B: Oh, please charge it to my account.

A: That's fine … and would you like express delivery or standard post.

B: I think I'll be OK with the normal post.

A: I that case you get free delivery as your purchase is over £30.

B: Oh, great!

A: Can I just confirm your address at 35 Winsdor Road, Headshire?

B: That's right! Oh, when can I expect delivery?

A: You should receive your purchase within three working days … so let's see … by the 25th March.

B: All right, thanks.

A: Thanks you for shopping with us and have a nice day.

Exercise 10 (p. 77)

Shop assistant: Hello. Can I help you?

Customer: Hello, yes. I'm interested in buying a coat.

Shop assistant: Well these ones over here are just in. They're based on a Paris design and they're very high quality material.

Customer: I'm not sure about the colour, though, and I'm not sure this style will suit me. What else do you have? Do you have anything a bit more modern?

Shop assistant: What size are you looking for?

Customer: Medium.

Shop assistant: Let's see … well these bomber jackets are very popular – I've only got two medium ones left.

Customer: How much are they?

Shop assistant: £90.

Customer: I like them, but that's a bit more than I was hoping to pay. What do you have for under £80?

Shop assistant: If you want one of these, we can do a 10% discount. How about that?

Customer: What does that work out at? £81. Yes, OK. I can see it's a great fit. But I'm not sure if the colour will go with a new pair of trousers I have. If there's a problem, can I bring the jacket back?

Shop assistant: Of course. If you change your mind, you can exchange it for something else.

Customer: Don't you do cash refunds?

Shop assistant: No, I'm afraid not.

Customer: Never mind. I'll take it.

MODULE 8

Exercise 10 (p. 81)

Host: Yesterday, we asked our listeners to call in and talk about holidays and travel experiences in general. We couldn't air all the calls live. Instead, here are a few interesting play-backs.

Speaker 1: I'm not really into lying around on the beach sunbathing or being waited on in fancy hotels. I get a lot more pleasure and satisfaction out of doing something for a cause while on holiday. That's how I ended up doing community work on a wildlife safari in Kenya. It allowed me to see the country, including Mt Kilimanjaro, while doing something worthwhile at the same time.

Speaker 2: I have never been happier in my life and I don't think that I could have come up with a better way to celebrate the most important event of my life. Of course, we are both avid divers, so when we decided to go on a dive safari, my dad volunteered to pay for it all as part of his present to us for our big day. What a fantastic wedding gift!

Speaker 3: We had dreamt of it for years but never got the chance. Finally, we retired, sold the house and used the money to buy our 12-metre yacht. We left on 2nd May and got back 15 months later, having travelled 25,000 miles and seen all our favourite places. It was a long time to be away and you had to know how to handle your craft in rough, stormy weather. But we were thrilled to have finally done it.

Speaker 4: My husband works very hard all year round and doesn't have a lot of holidays. So occasionally we like to splash out on something truly romantic and special. By that I mean chilling out at a nice seaside resort, doing a bit of sunbathing, eating at local seafood restaurants – that sort of thing. Graham really gets to unwind. We never go to the same place, but luckily we've never been disappointed so far.

Speaker 5: In life, you sometimes have to make on-the-spot decisions. That's what I did ten years ago when I came here. At the time, I'd just planned a two-week holiday with no intention of staying. It turned out I fell in love with the place. Two weeks turned into three and three turned into four. When they offered me a job at the diving centre, I decided to make a new life here and I've never regretted it!

Exercise 8a (p. 85)

It was a cold winter's day and the sky was a dark steely blue. The trees around the lake's edge lay under a thick blanket of glittering white frost and the lake was covered with a glistening sheet of smooth hard ice. Tina and Samantha had arranged to spend the weekend in a log cabin by the lake. Now, they were excitedly putting on their skates for their first venture onto the ice.

"The people in the cabin next to ours told me the ice is perfect for skating," said Tina happily, as she raced out into the middle of the lake. Samantha glided along behind her, giggling cheerfully.

When the girls got to the centre of the lake, they began twisting and twirling and dancing. Suddenly, they heard a horrible cracking sound. "Hurry! Skate over to the edge!" yelled Samantha. But it was too late. A huge crack opened in the ice and Tina fell into the freezing black water.

For a moment, Samantha was too terrified to move. Then, acting swiftly, she pulled a branch from a tree, lay on her stomach and held it out to her friend. Luckily, Tina managed to grab it and Samantha pulled her to safety.

The girls immediately went back to their cabin and phoned their fathers. Two hours later, they were both at home, warm and safe, drinking hot chocolate. They felt really lucky. It had been a narrow escape. They were so relieved to be back home with their families.

Exercise 6 (p. 87)

A lot of people think that travel and tourism, and consequently travel writing, are relatively recent phenomena whereas in actual fact people have been travelling for leisure since ancient times and there is travel literature to prove it. However, some of the first travel writers may not have actually travelled. No-one knows if the Greek writer Homer, for example, actually travelled to any of the places he described, but at the same time his descriptions of certain sites are so accurate that he couldn't have written them unless he had information about the places, which means that if he hadn't been there, someone else had been and described them.

History books tend to focus on tales of voyages of discovery and fail to mention travel for pleasure. However, there is no doubt that travel and accounts of voyages were of great interest to the educated in ancient times, and we now know there was an early form of tourism. Certainly, the travellers were from the wealthy classes and not your average person but that was the case up until relatively recently.

Although he wasn't the first, the ancient Greek travel writer Pausanias is the best-known of the ancient travel writers. He wrote a very complete guidebook on Greece in ten volumes in the early second century, which contained wonderful descriptions of ancient sites and customs. It would seem that he did actually visit all of the places that he describes but there is no way of knowing that for sure.

Early interest in tourism and travel writing can also be seen in the first Greek literature, which usually involves stories of lone travellers or romantic couples embarking on journeys aboard merchant vessels to broaden their horizons and see the world, only to find themselves in some dramatic situation such as being attacked by pirates and sold as slaves.

A number of Romans described voyages and we also possess some fascinating accounts of travels by Arabs later in the Middle Ages. In European culture, one of the earliest instances of an author actually undertaking a journey for pleasure and for the sake of writing about it was when Petrarch ascended Mount Ventoux in southern France in 1336. He states in his book that he went to the top for the pleasure of seeing it. In modern times and especially the 19th century, almost every respected writer wrote a travel book, and nowadays this type of literature is still extremely popular.

MODULE 9

Exercise 7 (p. 93)

A: Today I am with George Hitchens of the BBC World Service. The BBC World Service is the world's largest international radio broadcaster, providing international news 24 hours a day to countries across the world. George, tell us about the BBC World Service's audience.

B: Certainly. More than 183 million people around the planet listen to BBC World Service programmes each week, making the BBC World Service the world's most listened-to international radio broadcaster. The BBC World Service broadcasts in 28 languages – including English – to over 150 countries. Of the global audience of 183 million regular listeners, about 38 million listen in English.

A: What sort of programmes does the BBC World Service broadcast?

B: Other than news and current affairs, there are programmes on sport, entertainment and science, among other things. However, international news forms the core of the BBC World Service's programming.

A: I understand that the BBC World Service's largest audiences are in Asia and the Middle East ...

B: Yes, that's correct. And that's been the case for several decades now. The World Service is available in English up to eighteen hours a day across Asia and in Arabic up to eighteen hours a day in the Middle East. In many parts of Asia, BBC broadcasters are actually household names.

A: Of the 28 languages the World Service broadcasts in, how many are Asian?

B: More than a third. There are broadcasts in Hindi, Chinese, Vietnamese and over ten other Asian tongues. In contrast, many European language broadcasts have ceased over the years. German broadcasts, for example, were stopped in the 90s after 60 years of airing, as research showed that the majority of German listeners tuned in to the English version. Broadcasts in Dutch, French and Italian were stopped for the same reason.

A: How is The BBC World Service funded?

B: Currently, it is funded by the UK government – specifically, the Foreign and Commonwealth Office or 'FCO'. The FCO is the UK government department responsible for promoting the interests of the UK abroad. However, from 2014, The FCO will cease funding the BBC World Service. From 2014 funding will come from the compulsory BBC licence fee which every household in the UK must pay if they have a television.

A: George, the World Service has a wonderful reputation for being impartial, doesn't it?

B: Yes. Even though the World Service is funded by the UK government, it is formally independent of it, so the government has absolutely no editorial influence on the content of the World Service's programmes. The World Service is required to report impartially. Indeed, what makes the World Service so wonderful is that it is politically independent, non-profit, and commercial-free.

A: Thank you, George.

MODULE 11

Exercise 7 (p. 113)

A: And now for all you men out there who may be carrying a few extra pounds around your waist, we welcome international obesity expert Dr Alex Ling to the studio. Dr Ling is the director of the world's most famous obesity clinic. Not only that, he is a man who had personal experience of the condition when young. Dr Ling, why is carrying extra weight around the waist so dangerous?

B: Because people who gain fat around their waist are at greater risk of serious health problems than are people who gain fat in other parts of their body. Regardless of whether you are overweight or skinny, having excess fat around your waist increases your risk of getting diabetes and many other diseases. Interestingly, men are far more likely than women to gain weight around the waist.

A: How should listeners check if they have too much fat around their waists?

B: Well, a person's waist size is a good indicator of whether they are carrying too much fat. For most men, the risk factors for diabetes and other diseases increase with a waist size greater than 40 inches. Measurements that compare a person's waist-to-hip ratio are much more precise, but waist size alone can give a pretty good estimate.

A: Most men seem to get a fat waist only when they get older. Does age play a role in weight gain around the waist?

B: Yes. As you age, you lose muscle – especially if you're not physically active. Muscle loss can slow the rate at which your body burns calories, and so you gain weight. I should also add that genes can influence whether we become overweight or obese, as well as where exactly we will carry any extra fat on our bodies. But for most men, the problem has more to do with lifestyle than genes.

A: How can men get rid of their waist fat?

B: In precisely the same way they would get rid of excess fat on any part of their body: through reducing their calorie intake and by exercising!

A: Are sit-ups helpful?

B: Sit-ups can help to make your abdominal muscles stronger, but these exercises alone won't specifically reduce fat around the waist. As I said, healthy eating and regular physical activity is the only way.

A: Finally, Dr Ling, what all men want to know! Does drinking beer really lead to a fat waist or is that just a myth?

B: Well, drinking excess alcohol can cause you to gain fat around the waist. However, beer alone isn't to blame. Drinking too much alcohol of any kind can increase one's waist fat, although research suggests wine may be an exception. So, if you drink alcohol, do so only in moderation.

A: Thank you for joining us today, Dr Ling.

B: My pleasure.

Exercise 9 (p. 119)

Speaker 1: I have a very serious peanut allergy. If peanuts come into contact with any part of my skin, it swells up and gets itchy. Even breathing in peanut proteins makes my nose run and my eyes itch. My allergy's so bad that if peanuts got into my system, the reaction could be fatal, so I have to be extremely careful. I always check food labels and I can never say yes when someone offers to share their food with me, just in case any of the ingredients contain peanuts. Sometimes I feel a bit rude, but better safe than sorry.

Speaker 2: Thanks to my allergy, I can tell how often people vacuum their houses! You see, I'm allergic to house dust. If I go to a dusty house, I can't stop coughing. If the carpets are really old and dusty, I'll get breathing difficulties too. I've had to remove all the carpets and rugs from my house and I make sure I wash my sheets regularly at high temperatures so that my allergy doesn't bother me in bed.

Speaker 3: When I was growing up, I suffered from eye irritation quite a lot, and I used to get quite a lot of rashes too. It was only after I moved away from home that I realised what the problem was. I'm allergic to cats. Even so, I decided to get one of my own. I'd rather live with my allergy than without a cat. I brush her hair regularly, and that seems to keep my symptoms to a minimum.

Speaker 4: When I have a bad headache, I can't do what other people do and pop a pill, unfortunately. I'm allergic to painkillers, so that would just make things worse for me. The more powerful painkillers actually make me vomit. The best thing I can do is rest in a dark room. If I ever get toothache, it's a nightmare for me. If it's very painful, then I will risk taking a paracetamol or two.

Speaker 5: I dread springtime. For me it's the season of non-stop sneezing, flushed skin and watery, bloodshot eyes. I know hay fever is not a serious condition, but I do get very self-conscious about it. It makes me look awful. I avoid going to the countryside or even to the park from March until late summer. And if anyone tries to give me flowers, I can't go anywhere near them!

MODULE 12

Exercise 8 (p. 125)

Jimmy: I think the referee needs glasses! I just know I scored that goal in our football game today. Why didn't he allow it?

Mark: He needs something all right! We would've won the match had your goal and Michael's been allowed.

Jimmy: We should complain to the referee's boss. Maybe something could be done about it for future matches.

Mark: I've just been reading in *Football Today* that technology could stop this from happening.

Jimmy: What do you mean?

Mark: Recently Adidas invented an intelligent football that they tested at the FIFA World Cup in Japan.

Jimmy: An intelligent football, what's that?

Mark: It uses sensor technology to assist the referee in determining if a goal was actually scored or not. They say it's super-accurate, and may redefine football.

Jimmy: Wow! How does it work?

Mark: The ball uses a magnetic field which feeds information to its main computer.

Jimmy: Hmm, so the computer knows exactly where the ball is at all times?

Mark: Yes, it does, but not only that, it transmits the data right to the referee!

Jimmy: Ha! That's what we needed today! That would cut down on most of the errors the referees make during the games. But the ball must be made of some special material so it isn't damaged by all the punishment it gets when being kicked around during a game.

Mark: The Teamgeist, which is what it's called, was created to be tough, and perfectly round for greater accuracy.

Jimmy: What does Teamgeist mean?

Mark: Team spirit, which I think our team has plenty of!

Jimmy: When will we be able to buy one of them?

Mark: I think they are still performing various tests to make sure that when the balls are released to the general public they will be 100% accurate without any problems in the electronic system. I know the first ones used radio transmitters which were suspended inside the balls to relay information to the main computer, but I think there were problems with them being damaged when used during games; so now they're considering switching to the new type with the magnetic fields.

Jimmy: *(Laughs)* well I hope they hurry up or we'll all be saving up money to buy our referee a pair of glasses!

Exercise 6 (p. 131)

Host: Today's topic of discussion is the subject of new electronic devices and their usefulness in modern culture. What modern invention has made your life better?

Speaker 1: I am very grateful for my hi-tech hearing aid. I realise that may sound odd compared with mobile phones and fancy laptop computers, but I've had profound hearing loss since I was a child due to an injury. The old-style hearing aids were bulky and ugly to wear in public, but this recent innovation is nearly invisible unless you are looking for it. The sound quality in the new ones is much improved, too, and makes listening to my collection of music CDs more enjoyable.

Speaker 2: We can never have too much technology in my view. It has made family life so much easier for me. My favourite modern advance is the mobile phone. I can't go anywhere without mine! My husband Frank and I subscribe to a monthly family plan with unlimited texting and Internet service for us and our children too. This allows us all to keep in touch with each other no matter where we are. I certainly don't see any harm in that!

Speaker 3: My laptop is my most prized possession, and I take it everywhere I go, especially now that I'm in college, as it helps me stay on top of my assignments. I'm also the lead guitarist in my recently formed band and write a lot of our songs. The laptop comes in really handy for composing, editing and storing them.

Speaker 4: I'd have to say that my satnav is the gadget that I use most frequently. That's because I'm a medical equipment delivery driver. The only problems I've ever had with it is when I've input a postcode incorrectly, or it's taken me in the wrong direction due to road construction or maybe a new industrial estate that hasn't been added to its database.

Speaker 5: I'm a bookworm, a reading fanatic! I'll read just about anything I can get my hands on, including nonfiction, fiction, magazines and newspapers. So, I recently purchased an e-book reader, which travels with me everywhere. It allows me to buy e-books, e-magazines and e-newspapers that I simply download to the device. It can store up to 6,000 books at once, which is probably more than I could read in a lifetime!

Exercise 7 (p. 131)

A: Good morning. How can I help you?

B: Oh, hello. I'm looking for a new smartphone – it's a birthday present for my brother and he'd like one of the latest models.

A: Certainly. Do you have one with any particular features in mind?

B: Well, yes. His existing phone is pretty basic. I think he'd really like one of those new ones where you just speak to the phone and tell it to send a message to someone and it does it. Do you have any phones like that?

A: Of course. In fact, we've got a very nice phone here that does just that.

B: Oh wow! An all-white phone! My brother will love it! Does it have an MP3 player? Apart from sending text messages and making the odd call, he's really into music on the go, and he's only got a radio on his phone at the moment.

A: Well, this model is state-of-the-art. It's got a full Internet connection and you can download as much music as you want, and even films, if you like.

B: That sounds fantastic. Oh, I almost forgot. Does it have a video recorder? Frank uses the camera on his phone a lot but I know he'd like the video option too.

A: Yes, that feature is included.

B: Great. Now could you tell me what the phone costs with all those features included?

A: I'll just check our catalogue. Let's see, yes, it's £780.

B: Ooh, that's rather expensive. Do you have anything similar for a bit cheaper?

A: Not really. All the makes with those features cost about the same.

B: I see. Well, I'm afraid I don't have that much cash on me at the moment. Could you tell me if there's an ATM near here?

A: Yes, there's one at the bank just across the street.

B: Fine. I'll be back in five minutes.

MODULE 13

Exercise 8 (p. 135)

Presenter: We now turn to China, where a growing problem in towns and cities across the country is sinkholes – or holes that appear in the ground. Sinkholes can develop gradually or quickly but either way, the damage can be devastating. In one of the worst sinkhole incidents, an 80-metre long, 20-metre deep sinkhole opened suddenly in the ground in the Guangxi Province. In the Sichuan province, one family's entire backyard was destroyed by a sinkhole that grew from 3 metres to 21 metres overnight, reaching a depth of more than 60 metres. Experts fear it is only a matter of time before a sinkhole causes a major disaster, as many are appearing without any warning whatsoever. In recent days, several holes big enough to swallow cars opened up within seconds on motorways, and were just narrowly avoided by motorists. The reason why China is prone to sinkholes is much of its land is made up of permeable rock – that is, rock which allows water to pass through it. Over time, water eats away at the rock causing it to erode. The ground over this eroded rock then collapses and a hole opens up. But geological processes aren't the only cause of sinkholes. Human activities are too. For example, breaks of water mains and sewage pipes in cities can cause sinkholes, as can the collapse of abandoned mines. China is the world's largest producer of coal and has many mines that are no longer in use. Experts believe these mines may be causing some sinkholes. Sinkholes often leave clues during their development so Chinese authorities are encouraging the public to look out for certain tell-tale signs and alert their local authority if they observe any. These signs include lowering in the soil, such as newly exposed portions near the bottoms of fence posts or trees; new locations of pools of water on the ground, structural cracks in buildings; and foundation problems in buildings.

Exercise 5b (p. 139)

On the first weekend of June, the city of Newcastle in Northern England holds its annual Green Festival. The aim of the festival is to make people more aware of the need to protect the environment.

Thousands of people come to take part in this exciting event every year and there is a wide range of fun events and performances for everyone to attend. The festival usually kicks off on Saturday with lots of live music and colourful street parades. Celebrity speakers give interesting talks on wildlife. Children can take part in special workshops and create all manner of fantastic costumes, including insects, flowers and leaves, for the Beautiful Bug Parade on Saturday afternoon. There's also a Circus Area, with juggling, extreme cycling displays and an incredible bubble blowing performance. Best of all for the environment, visitors can ride to the festival on their bicycles and then get them checked and repaired by the Bike Doctor.

At this event all ages are catered for and the atmosphere is so cheerful and lively that you feel really happy to be a part of it. Admission is free but any donations towards the running of the festival are welcome.

The Newcastle Green Festival is a really cool event that I don't hesitate to recommend. Supporting a serious environmental cause with its mixture of amusing activities, it's a festival not to be missed.

Exercise 7 (p. 141)

A: Welcome back listeners. Now, many of you will have heard the reports in recent days about red tides along our coastline but, like me, still not know what red tides actually are. So I'm delighted to welcome Dr Alice Samuels to the studio. So, Dr Samuels, what are red tides?

B: Well, the ocean is full of tiny plant-like creatures called algae. Sometimes, conditions cause these algae to grow out of control. Higher-than-normal concentrations of algae in the ocean can discolour the water and cause the phenomenon known as red tides.

A: So red tides are simply an overgrowth of algae in the ocean?

B: Exactly.

A: And this turns the ocean red?

B: Sometimes. Although the name implies otherwise, red tides aren't always red. They can be green, brown, pink, or even purple in colour. Or, the water can remain its normal colour.

A: I see. And are red tides a natural phenomenon?

B: They can be. But they are also caused by human activities. For example, water pollution can cause red tides. When human sewage is dumped into the ocean or when fertiliser from farmland washes into the ocean, nitrate and phosphate levels in the water increase. The growth of algae depends on the nutrients nitrate and phosphate. The algae feed on these nutrients; the population explodes; and a red tide forms.

A: I've heard red tides can produce toxins.

B: Yes. Most red tides are harmless. But occasionally they are caused by species of algae that produce toxins. The toxins aren't fatal to humans – they only cause irritation. However, humans still need to be careful because the toxins can build up in the tissues of fish. So fishermen need to avoid catching fish near red tides, because eating these fish can cause food poisoning.

A: I've heard red tides being called 'algal blooms'…

B: Yes. The term 'red tide' is actually being phased out among scientists and being replaced with 'algal bloom'. This is because, as I mentioned, red tides are not always red and also because they are completely unrelated to the movements of tides. Scientists use the term 'algal bloom' as it's more accurate. But the public will probably go on calling algal blooms red tides.

A: Where are red tides usually found?

B: Red tides occur in every ocean and sea in the world. They usually occur in coastal areas, not out at sea, so you might have seen one when you were walking along a beach. Red tides are not just a marine phenomenon though. Estuaries, lakes and rivers also experience them.

MODULE 14

Exercise 6b (p. 145)

A: Hello, Mr James. I'm PC Gareth Rhodes. I understand someone has burgled your home.

B: Yes, that's correct.

A: I see the window by your front door is broken. Is that how you discovered your house had been burgled?

B: Indirectly, yes. My wife and I went out to dinner tonight, you see, and as we pulled into the driveway on our return, we heard the sound of broken glass under the wheels. That's when we first knew something was wrong. The burglar must have smashed the window to open the door.

A: Have you been inside your house yet?

B: Well, I was going to, but then I opened the front door and saw that everything inside was in total disarray. I was afraid the burglar might still be inside so I decided against entering. I told my wife I wasn't going to go in because I didn't want to disturb any evidence. I didn't want to frighten her, you see. We reported the burglary using my mobile and I've been waiting out here ever since.

A: And did you see or hear anything while you were waiting?

B: Only my neighbour, Mr Stewart. He got concerned when he saw us standing out here. When we told him what had happened, he brought us cups of tea. My wife is at his house now.

A: OK, I'm going to check your property now. Please wait here … It's OK, Mr James. The burglar has gone. Please come inside with me and tell me what's missing.

B: OK. It's just as I suspected. The DVD player and the stereo are gone. My laptop's gone too. But the burglar won't get far with that. I've installed fingerprint identification software on it.

A: What's that?

B: The computer will only boot up after scanning my fingerprints. It's an alternative to using passwords.

A: OK, Mr James, I need to take a statement from you now. Then I'm going to make an appointment for you to see a crime prevention officer. He'll talk to you about ways to make your home more secure.

B: Well, I'll be happy to speak to a crime prevention officer.

A: Great. Lastly, do you have home contents insurance?

B: Yes, I do. It should cover all my financial losses.

A: I hope so but if it does, I'll be surprised.

Exercise 8 (p. 151)

Host: Today we are discussing the issue of whether or not entering a person's home without their express permission – trespassing, in other words – is ever OK. Is forcibly gaining entry into somone's property ever justified?

Speaker 1: I am horrified at the thought of anyone taking the liberty of entering my home, unless of course I were away on holiday and had given them a key and asked them to take care of my plants or my cat until I returned. Other than that, I can't think of any acceptable reason why someone should gain entrance in my absence.

Speaker 2: Recently, my friend Lynn had an adverse reaction to a new medication. She actually became unconscious and wasn't answering her phone. Her neighbour Betsy had made repeated calls without being able to get through, so in desperation she and her husband broke into Lynn's house. They found her in a serious condition and rushed her straight to hospital where she later recovered. Obviously, what they did was perfectly acceptable.

Speaker 3: I believe it's wrong for anyone to enter someone's private property, no matter what the reason is – and the law backs me up there! If someone were to break into my home, I would immediately phone the police for help. I might even take matters into my own hands if I felt threatened, and cause harm to them. You could argue I was doing it in self-defence.

Speaker 4: I have two dogs and three parrots, and if ever there was a fire or other type of emergency, I would be eternally grateful to someone if they rescued my pets. I think this would be the truly humane thing to do, and I wouldn't care what they had to do to get in, or whether it was legal or not. The main thing is, they would be saving lives dear to me!

Speaker 5: I am a peaceable law-abiding citizen. Having said that, if I heard a woman or child being beaten or abused in a home, I would break in to save them, or else immediately call the police to have the person responsible arrested. I certainly wouldn't just stand by and let them get away with an act of physical brutality.

EXAM PRACTICE

Exercise 4 (p. 319)

I would like to thank the people of this city for placing their faith in me at a time when we face major challenges. You can be assured that I will stick to my election promise to do all I can to tackle social inequality – because I believe the gap between the rich and the poor is by far the greatest cause of our city's social ills. And to close that gap, we need to focus on the next generation and address in particular the lack of opportunities for our younger people. A huge amount of money has been spent in recent years on equipping the police to tackle the drugs trade that blights our city. Of course that's necessary, but to solve this problem in the long term, we need to do more to save our young people from sinking into a life of crime and drugs. That's why I can announce today that half of the budget my predecessor agreed for anti-drugs police operations will be diverted into education in our poorest areas. In the city's worst-performing schools, 50% of students drop out before taking their final exams due to financial pressures. This is a terrible waste of potential which will affect our city's prosperity for decades to come. I will immediately, therefore, set up a scholarship fund to support teenagers in deprived areas and encourage them to complete their education so that they have the best chance of finding work. Students who achieve the top grades in their end-of-school exams will receive extra payments and companies that employ youth trainees will receive extra funding too. I also want to help our young people – and indeed everyone – to be able to move around the city to take up job opportunities. There are neighbourhoods in this city where car ownership is close to zero and other areas where it's common for a family to have two or even three vehicles. I therefore intend to impose a tax on second-car ownership and to invest the money it raises in public transport to make all areas of the city more accessible to everyone.

Exercise 5 (p. 319)

Speaker 1: I get on fine with my son. The only problem is that he moved away last year and doesn't call home nearly as often as I would like. A whole fortnight can pass without a word from him and I can't help worrying about him. But when I ask him to get in touch more, he accuses me of treating him like a child.

Speaker 2: I have to say my mother-in-law interferes far too much in anything to do with my two-year-old daughter. She's her first granddaughter, so I suppose she can be forgiven. She only wants the best for her. But sometimes I feel like she doesn't trust me to raise her well and I get very irritated.

Speaker 3: I have exams soon and I have to revise for them every day, so there's a lot of pressure on me at the moment. To top it all, my brother is forever playing loud music in his room and I find it hard to concentrate. We've had quite a few arguments about it. He says I should use the local library to study in, but I like to have all my books and things near me.

Speaker 4: It's the household chores that cause the most friction in our family. We're a big family, so it's hard to keep the house tidy, but if everyone did a little, it'd be fine. Unfortunately, some people do a lot more than others. My dad doesn't even clean the bath after he's used it and some of my brothers and sisters never do the dishes. We should really have a rota.

Speaker 5: My Auntie Rita lives on the other side of the country, so when she comes to visit she always comes for a week or more. That's fine, but she never gives us much notice. Often she only tells us she's coming the day before! She always seems to come at inconvenient times when we're very busy, so her visits can be stressful. I must start to suggest dates to her for her visits rather than letting her surprise us like she does.

Exercise 6 (p. 319)

Presenter: The technology we carry around in our pockets these days can do more than ever. Our phones and MP3 players are really mini-computers that can perform an ever-growing array of functions. The problem is, the more advanced they become, the more often they need to be charged, with some phones lasting only hours before their power runs out. But it's possible that in the future we won't need plug sockets to keep our devices running, as our technology reporter Daniel Stapleford has been finding out. Daniel, what solutions to this problem are being developed?

Reporter: Well, Jim, it makes sense to use the energy we ourselves generate going about our daily business to power our devices – and scientists are working on ways of doing just that.

Presenter: But you don't mean tapping into the electricity we use anyway for larger machines like cars and computers?

Reporter: We already do that. Lots of people charge their phones up in their cars and their MP3 players on their computers, for example. No, the latest idea is to convert the energy generated by our bodies or even clothes as we move around into electricity that we can use immediately.

Presenter: So how would that work?

Reporter: It would involve wearing some kind of electricity generator, and a few types have already been successfully tested. American scientists have demonstrated a backpack that can convert movement into electricity. At the moment the backpack needs to be quite heavy to generate significant amounts of electricity, but maybe they will find ways of making it more portable. A more recent invention, developed in Canada, is a brace that fits over the knees and generates electricity as the wearer moves. It can create enough electricity for a 30-minute mobile phone call from a minute of walking.

Presenter: And is this brace something you wouldn't notice?

Reporter: Again, it's a rather large piece of equipment at the moment, and it does make walking a little more difficult than usual. But smaller electricity generators that could be concealed in clothing are also in development. Experiments have been done with generator implants in boots which react to footsteps. Scientists are also using nanotechnology to develop clothing materials that can generate electricity from movement.

Presenter: Nanotechnology being the science of the very small?

Reporter: That's right. The project involves fibres that act as tiny wires. As well as keeping our phones and MP3 players going, it is hoped that such technology could help people who have health problems and use electrical devices for them, like hearing aids and heart monitors.